



**COURSE & ASSESSMENT OUTLINE**  
**ENGLISH**  
**YEAR 12 ATAR 2021**



Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
1	1-4	<p><b>Comprehending and composing</b></p> <p>Students will analyse and evaluate how similar themes, issues, ideas and concepts are treated in short stories, feature articles, blogs, speeches (eg. Ted Talk transcripts) and still images.</p> <p>Suggested topics include Australian identity, rites of passage, gender representations, mateship, belonging, science and technology. Class sets/laminated resources available.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Fiction techniques (eg. characterisation, narrative point of view, language choices, structure, symbolism, tone etc.)</li> <li>• Non-fiction techniques (eg. persuasive devices including use of statistics, selection of detail, symbolism, narrative voice, figurative language, tone, structure, diction, visual elements etc.)</li> <li>• Visual techniques in still images (eg. objects, body language, size, font, written language, framing, colour, body language, camera angle, lighting, position, clothing, setting, rule of thirds etc.)</li> <li>• Genre</li> <li>• Context, purpose and audience</li> <li>• Themes, issues, ideas and concepts</li> <li>• Attitudes, values and beliefs</li> <li>• Comprehension skills (skimming and scanning, writing concisely)</li> </ul>	<p><b>Compare texts from similar or different genres and contexts by:</b></p> <ul style="list-style-type: none"> <li>• analysing language, structural and stylistic choices</li> <li>• analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts.</li> </ul> <p><b>Compare and contrast distinctive features of genres by:</b></p> <ul style="list-style-type: none"> <li>• analysing the techniques and conventions used in different genres, media and modes.</li> </ul> <p><b>Analyse and critically appraise how the conventions of texts influence responses, including:</b></p> <ul style="list-style-type: none"> <li>• the ways language patterns can create meaning</li> <li>• how responses to texts and genres may change over time and in different cultural contexts</li> <li>• the role of the audience in making meaning.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• transforming and adapting texts for different purposes, contexts and audiences</li> <li>• making innovative and imaginative use of language features</li> <li>• using and experimenting with text structures and language features related to specific genres for particular effects</li> <li>• sustaining analysis and argument</li> <li>• using appropriate quotation and referencing protocols</li> <li>• using strategies for planning, drafting, editing and proofreading.</li> </ul> <p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>• analysing and evaluating how different texts represent similar ideas in different ways</li> <li>• comparing and evaluating the impact of language features used in a variety of texts and genres.</li> </ul>	<p><b>Task 1: Creating</b> In-class imaginative, persuasive or interpretive composition <b>Term 1, Week 2</b> <b>8%</b></p> <p><b>Task 2: Responding</b> In-class comprehension (analysis of unseen written and visual texts) <b>Term 1, Week 4</b> <b>7%</b></p>

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
1	5-9	<p><b>Genre study; Feature Film</b> <b>Additional feature film or texts of similar subject genre for comparison.</b></p> <p>Students will recognise and analyse the conventions of genre in feature films and consider how those conventions may assist interpretation. Students will analyse two films, one older film that conforms to the genre and another more contemporary film that challenges, manipulates or subverts the genre or students will draw comparisons to other text types of similar subject genre.</p> <p>Students will also read and analyse written texts such as short stories, reviews and feature articles that relate to the genre and how it has changed and adapted over time.</p> <p>Suggested genres include thriller, fantasy, film noir, science fiction, action, war, romance, musical, comedy, crime, “chick flick”, western, detective, teen comedy etc.</p> <p>Suggestions: compare <i>Sixteen Candles</i> with <i>Love, Simon</i> (teen romantic comedy), <i>High Noon</i> with <i>Mystery Road</i> (western), <i>For a Few Dollars More</i> with <i>The Dressmaker</i> (spaghetti western), <i>Double Indemnity</i> and <i>LA Confidential</i> (film noir)</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Media conventions (symbolic [mise-en-scene], written, audio and technical [camera angles, camera distance, camera movement, shot duration, editing, juxtaposition, lighting, special effects])</li> <li>• Narrative structure (use of flashbacks, circular narrative, conflict, archetypal narratives)</li> <li>• Genre (subject matter and style)</li> <li>• Tone</li> <li>• Context, purpose and audience</li> <li>• Themes, issues, ideas and concepts</li> <li>• Attitudes, values and belief</li> </ul>	<p><b>Compare texts from similar or different genres and contexts by:</b></p> <ul style="list-style-type: none"> <li>• analysing language, structural and stylistic choices</li> <li>• explaining how each text conforms to or challenges the conventions of particular genres or modes.</li> </ul> <p><b>Compare and contrast distinctive features of genres by:</b></p> <ul style="list-style-type: none"> <li>• analysing the techniques and conventions used in different genres, media and modes</li> <li>• considering how the conventions of genres can be challenged, manipulated or subverted</li> <li>• examining how genres and their conventions have changed and been adapted over time.</li> </ul> <p><b>Analyse and critically appraise how the conventions of texts influence responses, including:</b></p> <ul style="list-style-type: none"> <li>• how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted</li> <li>• how responses to texts and genres may change over time and in different cultural contexts</li> <li>• the role of the audience in making meaning.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• transforming and adapting texts for different purposes, contexts and audiences</li> <li>• sustaining analysis and argument</li> <li>• using strategies for planning, drafting, editing and proofreading</li> <li>• using accurate spelling, punctuation, syntax and metalanguage.</li> </ul> <p><b>Reflect on their own and others’ texts by:</b></p> <ul style="list-style-type: none"> <li>• explaining how meaning changes when texts are transformed into a different genre or medium</li> <li>• comparing and evaluating the impact of language features used in a variety of texts and genres.</li> </ul>	<p><b>Task 3: Responding</b> In-class essay on the studied feature film. <b>Term 1, Week 8</b> <b>7%</b></p> <p><b>Task 4: Creating</b> Panel Discussion <b>Term 1, Week 9 (discussions begin from first session of the week).</b> <b>9%</b></p>



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2	1-4	<p><b>Novel</b>            Students will study the novel <i>Salt To The Sea</i> by Ruta Sepetys with a focus on genre, context and ideas relating to identity, war, survival, journeys and freedom. Intertextual links to be made with the film <i>JoJo Rabbit</i>.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>Relationships between texts, audiences, purposes, genres and contexts</li> <li>Fiction techniques (characterisation, narrative point of view, perspectives, voices, language choices, structure, symbolism, tone)</li> <li>Genre [war, historical fiction]</li> <li>Context, purpose and audience</li> <li>Attitudes, values and beliefs</li> <li>Persuasive speech conventions</li> <li>Oral presentation skills</li> </ul>	<p><b>Compare texts from similar or different genres and contexts by:</b></p> <ul style="list-style-type: none"> <li>analysing language, structural and stylistic choices</li> <li>explaining how each text conforms to or challenges the conventions of particular genres or modes</li> <li>analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts.</li> </ul> <p><b>Compare and contrast distinctive features of genres by:</b></p> <ul style="list-style-type: none"> <li>analysing the techniques and conventions used in different genres, media and modes.</li> </ul> <p><b>Analyse and critically appraise how the conventions of texts influence responses, including:</b></p> <ul style="list-style-type: none"> <li>the ways language patterns can create meaning</li> <li>how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted</li> <li>how responses to texts and genres may change over time and in different cultural contexts</li> <li>the role of the audience in making meaning.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>transforming and adapting texts for different purposes, contexts and audiences</li> <li>making innovative and imaginative use of language features</li> <li>using and experimenting with text structures and language features related to specific genres for particular effects</li> <li>sustaining analysis and argument.</li> </ul> <p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>analysing and evaluating how different texts represent similar ideas in different ways</li> <li>explaining how meaning changes when texts are transformed into a different genre or medium</li> <li>comparing and evaluating the impact of language features used in a variety of texts and genres.</li> </ul>	<p><b>Task 5: Responding</b>            In-class essay on studied novel <i>Salt to the Sea</i>. <i>Comparative essay question to be included in the question choices.</i>  <b>Term 2, Week 4</b>  <b>7%</b></p>



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Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
2	5	<b>Revision</b>		<b>Assessment Free Week</b>
2	6-7			<b>Task 6: Examination</b> Semester One examination <i>Term 2, Weeks 6-7</i> <b>15%</b>
2	8-11	<p><b>Interpretive texts;</b> teachers to select a genre that will link in with documentary.</p> <p>Students will read with a focus on language features that generate empathy or controversy and how texts relate to a particular context.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>• Non-fiction techniques (eg. persuasive devices including use of statistics, selection of detail, symbolism, narrative voice, figurative language, tone, structure, diction, visual elements etc.)</li> <li>• Context, purpose and audience</li> <li>• Attitudes, values, assumptions and beliefs</li> <li>• Omissions, inclusions, emphases and marginalisations</li> <li>• Different readings of texts</li> <li>• Conventions used in multimodal texts</li> <li>• Oral presentation skills</li> </ul>	<p><b>Investigate and evaluate the relationships between texts and contexts by:</b></p> <ul style="list-style-type: none"> <li>• undertaking close analysis of texts</li> <li>• examining how each text relates to a particular context or contexts</li> <li>• comparing the contexts in which texts are created and received.</li> </ul> <p><b>Evaluate different perspectives, attitudes and values represented in texts by:</b></p> <ul style="list-style-type: none"> <li>• analysing content, purpose and choice of language</li> <li>• analysing the use of voice and narrative point of view</li> <li>• exploring other interpretations and aspects of context to develop a considered response.</li> </ul> <p><b>Evaluate how texts offer perspectives through:</b></p> <ul style="list-style-type: none"> <li>• the selection of mode, medium, genre and type of text</li> <li>• the ways viewpoints and values are represented</li> <li>• the selection of language features that generate empathy or controversy.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using appropriate language and stylistic features to sustain a personal voice and perspective</li> <li>• using nuanced language</li> <li>• synthesising ideas and opinions to develop complex argument</li> <li>• substantiating and justifying their own responses using textual evidence</li> </ul>	<p><b>Task 7: Responding</b> In-class comprehension on interpretive texts (analysis of unseen written and visual interpretive texts) <i>Term 2, week 9</i> <b>7%</b></p> <p><b>Task 8: Creating</b> In-class interpretive composition sustaining a personal voice and perspective <i>Term 2, Week 11</i> <b>9%</b></p>



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			<p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>analysing and evaluating how different attitudes and perspectives underpin texts</li> <li>questioning the assumptions and values in texts</li> <li>identifying omissions, inclusions, emphases and marginalisations</li> <li>discussing and evaluating different readings of texts.</li> </ul>	
3	1-5	<p><b>Documentaries</b>            Students will view documentaries with a focus on viewpoints and values and different readings of texts. They will make comparisons to their studied interpretive texts.</p> <p>Suggested documentaries include <i>American Meme</i>, <i>Fyre: The Greatest Party that Never Happened</i>, <i>Embrace</i>, and <i>The Inventor: Out for Blood</i>.</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>Symbolic codes (mise-en-scene); written codes; audio codes (music, sound effects, voice over); and technical codes (camera angles, camera distance, camera movement, shot duration, editing, juxtaposition, lighting, special effects, cinema verite, archival footage, reconstructed footage)</li> <li>Narrative structure (focalisers, central problems, conflict, archetypal narratives)</li> <li>Voice</li> <li>Genre</li> <li>Tone</li> <li>Context, purpose and audience</li> <li>Attitudes, values, assumptions and beliefs</li> </ul>	<p><b>Investigate and evaluate the relationships between texts and contexts by:</b></p> <ul style="list-style-type: none"> <li>undertaking close analysis of texts</li> <li>examining how each text relates to a particular context or contexts</li> <li>comparing the contexts in which texts are created and received.</li> </ul> <p><b>Evaluate different perspectives, attitudes and values represented in texts by:</b></p> <ul style="list-style-type: none"> <li>analysing content, purpose and choice of language</li> <li>analysing the use of voice and narrative point of view</li> <li>exploring other interpretations and aspects of context to develop a considered response.</li> </ul> <p><b>Evaluate how texts offer perspectives through:</b></p> <ul style="list-style-type: none"> <li>the selection of mode, medium, genre and type of text</li> <li>the ways viewpoints and values are represented</li> <li>the selection of language features that generate empathy or controversy.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using appropriate language and stylistic features to sustain a personal voice and perspective</li> <li>using nuanced language</li> <li>synthesising ideas and opinions to develop complex argument</li> <li>substantiating and justifying their own responses using textual evidence</li> </ul>	<p><b>Task 9: Responding</b>            In-class comparative essay on the studied documentary and interpretive text  <b>Term 3, Week 5</b>  <b>7%</b></p>



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Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
		<ul style="list-style-type: none"> <li>Omissions, inclusions, emphases and marginalisations</li> <li>Different readings of texts</li> </ul>	<ul style="list-style-type: none"> <li>using appropriate quotation and referencing protocols</li> <li>using strategies for planning, drafting, editing and proofreading</li> <li>using accurate spelling, punctuation, syntax and metalanguage.</li> </ul> <p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>analysing and evaluating how different attitudes and perspectives underpin texts</li> <li>questioning the assumptions and values in texts</li> <li>identifying omissions, inclusions, emphases and marginalisations</li> <li>discussing and evaluating different readings of texts.</li> </ul>	
3	6-7	<p><b>Comparative Tutorial – ATAR Texts</b></p> <p>Students will review their course work and studied texts from the year. Students, in pairs, present a tutorial investigating how different texts explore similar themes, issues ideas and/or concepts.</p> <p>Students will be required to prepare a summary handout for their peers. This will become a study tool for the exams.</p>	<p><b>Compare texts from similar or different genres and contexts by:</b></p> <ul style="list-style-type: none"> <li>analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts.</li> </ul> <p><b>Analyse and critically appraise how the conventions of texts influence responses, including:</b></p> <ul style="list-style-type: none"> <li>the ways language patterns can create shades of meaning</li> </ul> <p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>analysing and evaluating how different texts represent similar ideas in different ways</li> </ul>	<p><b>Task 10: Creating</b>            Multimodal tutorial (oral presentation) on studied texts  <b>Term 3, Week 7</b>  <b>9%</b></p>
3	8	<b>Revision</b>		<b>Assessment Free Week</b>
3	9-10			<p><b>Task 11: Examination</b>            Semester Two examination  <b>Term 3, Weeks 9-10</b>  <b>15%</b></p>

**NB: The novel *Salt to the Sea* must be read for Term 2**



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Assessment Type	Assessment Task Weighting	Due Date	Assessment Task
Creating	8%	T1 W2	<b>Task 1:</b> In-class imaginative, persuasive or interpretive composition
Responding	7%	T1 W4	<b>Task 2:</b> In-class comprehension (analysis of unseen written and visual texts)
Responding	7%	T1 W8	<b>Task 3:</b> In-class essay on the studied feature film.
Creating	9%	T1 W9	<b>Task 4:</b> Panel Discussion <i>(panels begin from first session of the week).</i>
Responding	7%	T2 W4	<b>Task 5:</b> In-class essay on studied novel <i>Salt to the Sea</i> . Comparative essay question to be included in the question choices.
Semester One Examination	15%	T2 W6	<b>Task 6:</b> Semester One examination



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Assessment Type	Assessment Task Weighting	Due Date	Assessment Task
Responding	7%	T2 W8	<b>Task 7:</b> In-class comprehension (analysis of unseen written and visual texts)
Creating	9%	T3 W3	<b>Task 8:</b> In-class interpretive composition sustaining a personal voice and perspective
Responding	7%	T3 W5	<b>Task 9:</b> In-class comparative essay on the studied documentary and interpretive text
Creating	9%	T3 W7	<b>Task 10:</b> Multimodal tutorial (oral presentation) on studied texts
Semester Two Examination	15%	T3 W9	<b>Task 11:</b> Semester Two Examination