



## COURSE OUTLINE ENGLISH – YEAR 12 GENERAL: 2021



### UNIT 3

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts.

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
1	<i>Narrative texts</i> Weeks 1-7	<p><b>Narrative texts – short stories, story extracts, autobiographical narratives</b></p> <ul style="list-style-type: none"> <li>Students read examine narrative texts such as short stories, story extracts, and autobiographical narratives</li> <li>Understand narrative techniques and conventions</li> <li>explore attitudes, text structures and language features to understand the text's meaning and purpose</li> <li>examine relationships between context, purpose and audience in narrative texts and their impact on meaning</li> <li>consider how perspectives and values are presented in the narrative texts to influence specific audiences</li> <li>learn how to communicate imaginatively in different contexts, for different purposes, using a variety of narrative text types</li> <li>develop and justify their own interpretations when responding to texts</li> <li>short answer responses writing skills</li> </ul>	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>applying different reading strategies (such as reviewing, skimming, and scanning) according to the nature of the task, gaining a broad overview, reading for specific details, identifying what the reader already knows about the topic</li> <li>distinguishing different perspectives about the main ideas in texts</li> <li>identifying facts, opinions, supporting evidence and bias</li> <li>understanding the way attitudes and values are presented</li> <li>explaining shifts in tone and perspectives and identifying the effect of language choices on an audience.</li> </ul> <p><b>Consider how different perspectives and values are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>the relationships between context, purpose, and audience in literary, everyday and workplace texts</li> <li>the use of media, types of texts, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font style in websites and use of questioning strategies and tone of voice in interviews</li> <li>the use of narrative techniques, for example, characterisation and narrative point of view.</li> </ul> <p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>gathering different viewpoints, for example, through interviews, surveys, questionnaires, library and/or internet resources</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>using appropriate vocabulary, spelling and sentence structures</li> <li>using personal voice and adopting different viewpoints and/or perspectives to influence audiences in a range of media</li> <li>selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes</li> <li>using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing.</li> </ul>	<p><b>Task 1: Creative</b> Composition of a narrative text (e.g. story extract, short story, autobiographical narrative) <b>Term 1, Week 5</b> <b>10%</b></p> <p><b>Task 2: Responding</b> In class short answer responses to unseen narrative texts <b>Term 1, Week 7</b> <b>13%</b></p>

<p>1 2</p>	<p><b>Mainstream TV Series</b> Weeks 8-9 Weeks 1- 5</p>	<p><b>Free-to-air mainstream TV series</b></p> <ul style="list-style-type: none"> <li>• game shows</li> <li>• reality TV shows</li> <li>• sitcoms</li> <li>• current affair programs</li> </ul> <ul style="list-style-type: none"> <li>• Students explore the extent to which the world is depicted in a realistic way in a selected mainstream television series</li> <li>• Focus on how different perspectives and values are presented in one series and how these views are communicated</li> <li>• Understand and identify the use of TV series conventions, narrative elements, text structure, language features and visual techniques</li> <li>• understand the TV series’ meaning and purpose</li> <li>• examine relationships between context, purpose and audience</li> <li>• consider how perspectives and values are presented in the TV series to influence specific audiences</li> <li>• Letter writing conventions</li> <li>• Revise narrative texts from previous weeks of study</li> <li>• Writing skills to adopt a persona and present perspectives</li> <li>• Externally <b>set task assessed content highlighted in yellow</b></li> </ul>	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>• distinguishing different perspectives about the main ideas in texts</li> <li>• understanding the way attitudes and values are presented</li> <li>• explaining shifts in tone and perspectives and identifying the effect of language choices on an audience.</li> </ul> <p><b>Consider how different perspectives and values are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>• the relationships between context, purpose, and audience in literary, everyday and workplace texts</li> <li>• the use of media, types of texts, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font style in websites and use of questioning strategies and tone of voice in interviews</li> <li>• the use of narrative techniques, for example, characterisation and narrative point of view.</li> </ul> <p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• categorising and integrating ideas and evidence about specific issues</li> <li>• employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion.</li> </ul> <p><b>Create a range of texts by:</b></p> <ul style="list-style-type: none"> <li>• <b>using appropriate vocabulary, spelling and sentence structures</b></li> <li>• using personal voice and adopting different viewpoints and/or perspectives to influence audiences in a range of media</li> <li>• <b>selecting text structures, language features,</b> and visual techniques <b>to communicate and present ideas</b> and information for different contexts and purposes</li> <li>• using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing.</li> </ul> <p><b>Communicating and interacting with others:</b></p> <ul style="list-style-type: none"> <li>• speaking clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts</li> <li>• planning and carrying out projects in small groups, sharing tasks and responsibilities, for example, collaborating using email and discussion forums</li> <li>• listening actively; being prepared to assert personal views</li> <li>• applying critical thinking and problem solving cooperatively.</li> </ul>	<p><b>Task 3: Responding</b> Panel discussion exploring how the studied TV series presents different perspectives and values <b>Term 2, Week 1</b> <b>13%</b></p> <p><b>Task 4: Creating</b> Write a persuasive letter or speech adopting the persona of a character from the studied narrative texts or TV series to present their perspective/s <b>Term 2, Week 3</b> <b>12%</b></p> <p><b>Task 5: EST</b> Externally set task – write an imaginative or persuasive text <b>Term 2, Week 4</b> <b>15%</b></p>
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### UNIT 4

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
2	<i>Film study</i> Weeks 6-11	<p><b>Film study: Dystopian, post-apocalyptic, coming of age genres</b></p> <ul style="list-style-type: none"> <li>View a film of dystopian, post-apocalyptic, and/or coming of age genre and consider the perspectives offered</li> <li>Examine how some perspectives are privileged while others are marginalised or silenced</li> <li>Explain the use of film conventions, narrative elements, language features, and structure to appeal to the beliefs, attitudes and values of the audience</li> <li>Investigate differing perspectives and develop reasoned responses to these</li> <li>Essay writing skills</li> <li>Construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context</li> </ul>	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>analysing issues and ideas in texts and explaining perspectives and implications</li> <li>evaluating the evidence upon which different views are based</li> <li>explaining how texts use language to appeal to the beliefs, attitudes and values of an audience</li> <li>discuss the way ideas and information are presented in texts.</li> </ul> <p><b>Consider how attitudes and assumptions are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>community, local or global issues in literary, everyday and workplace texts</li> <li>the use of media, types of texts, text structures and language features</li> <li>how some perspectives are privileged while others are marginalised or silenced.</li> </ul> <p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using appropriate vocabulary, spelling and sentence structures</li> <li>using editing processes and appropriate referencing</li> </ul>	<p><b>Task 6: Responding</b> Essay to studied film <b>Term 2, Week 11</b> <b>14%</b></p>

<p>3</p>	<p><i>Issues in the workplace</i> Weeks 1-4</p>	<p><b>Issues in the workplace</b></p> <ul style="list-style-type: none"> <li>• Students work in groups to research a workplace issue affecting young members of the workforce</li> <li>• Workplace issues include:             <ul style="list-style-type: none"> <li>○ Equal work for equal pay</li> <li>○ Discrimination</li> <li>○ Bullying in the workplace</li> <li>○ Workplace health and safety issues</li> </ul> </li> <li>• Understand workplace rights and obligations             <ul style="list-style-type: none"> <li>○ <a href="https://www.wa.gov.au/organisation/equal-opportunity-commission">https://www.wa.gov.au/organisation/equal-opportunity-commission</a></li> <li>○ <a href="https://www.safeworkaustralia.gov.au/">https://www.safeworkaustralia.gov.au/</a></li> <li>○ <a href="https://www.commerce.wa.gov.au/worksafe">https://www.commerce.wa.gov.au/worksafe</a></li> </ul> </li> <li>• Read/view a variety of infographics and understand its conventions, text features, structure, use of visual elements and language features</li> </ul>	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>• evaluating the evidence upon which different views are based</li> <li>• explaining how texts use language to appeal to the beliefs, attitudes and values of an audience</li> </ul> <p><b>Consider how attitudes and assumptions are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>• community, local or global issues in literary, everyday and workplace texts</li> <li>• the use of media, types of texts, text structures and language features</li> <li>• how some perspectives are privileged while others are marginalised or silenced.</li> </ul> <p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• determining the relevance of source material to the context and topic</li> <li>• investigating and synthesising ideas and collating appropriate information from a range of source material</li> <li>• employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using appropriate vocabulary, spelling and sentence structures</li> <li>• expressing a logical viewpoint about an idea, issue or event in a range of media and digital technologies</li> <li>• integrating text structures, language features and visual techniques to engage and persuade audiences, for example, creating a multimedia advertising campaign, presenting a slideshow presentation, writing and illustrating a picture book and recording a radio talkback program</li> <li>• using editing processes and appropriate referencing</li> <li>• using and adapting text structures and language features to communicate ideas in a range of media.</li> </ul> <p><b>Communicating and interacting with others:</b></p> <ul style="list-style-type: none"> <li>• creating oral texts that communicate ideas and perspectives</li> <li>• recognising when to work with others and when to work independently</li> <li>• using the language of negotiation, problem solving and conflict resolution.</li> </ul>	<p><b>Task 7: Creating</b> In groups, create an infographic which summarises a workplace issue, then discuss in a panel discussion <b>Term 3, Week 4</b> <b>11%</b></p>
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<p>3</p>	<p><i>Issues in society</i> Weeks 5-10</p>	<p><b>Issues in society</b></p> <ul style="list-style-type: none"> <li>• Students research and read/view a wide range of texts exploring various social issues</li> <li>• Explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives</li> <li>• Students work in groups to create and publish a digital magazine on a social issue</li> <li>• Create a wide range of text types and forms in a range of language modes. The magazine can include:             <ul style="list-style-type: none"> <li>○ Advertising</li> <li>○ Feature articles</li> <li>○ Fast fiction</li> <li>○ Letters to the editor</li> <li>○ Original photographs and other visual elements</li> </ul> </li> <li>• Effective group work practices</li> <li>• Suggested: Use Microsoft Sway to create and publish the digital magazine</li> <li>• Read a variety of magazines (print and online) and understand its conventions</li> <li>• Consider intended purpose and audience response when creating persuasive, imaginative, and interpretive texts</li> </ul>	<p><b>Use strategies and skills for comprehending texts, including:</b></p> <ul style="list-style-type: none"> <li>• analysing issues and ideas in texts and explaining perspectives and implications</li> <li>• evaluating the evidence upon which different views are based</li> </ul> <p><b>Consider how attitudes and assumptions are presented in texts, including:</b></p> <ul style="list-style-type: none"> <li>• community, local or global issues in literary, everyday and workplace texts</li> <li>• the use of media, types of texts, text structures and language features</li> <li>• how some perspectives are privileged while others are marginalised or silenced.</li> </ul> <p><b>Use information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• determining the relevance of source material to the context and topic</li> <li>• investigating and synthesising ideas and collating appropriate information from a range of source material</li> <li>• employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using appropriate vocabulary, spelling and sentence structures</li> <li>• expressing a logical viewpoint about an idea, issue or event in a range of media and digital technologies</li> <li>• integrating text structures, language features and visual techniques to engage and persuade audiences, for example, creating a multimedia advertising campaign, presenting a slideshow presentation, writing and illustrating a picture book and recording a radio talkback program</li> <li>• using editing processes and appropriate referencing</li> <li>• using and adapting text structures and language features to communicate ideas in a range of media.</li> </ul> <p><b>Communicating and interacting with others:</b></p> <ul style="list-style-type: none"> <li>• creating oral texts that communicate ideas and perspectives</li> <li>• recognising when to work with others and when to work independently</li> <li>• using the language of negotiation, problem solving and conflict resolution</li> </ul>	<p><b>Task 8: Creating</b> Working cooperatively and collaboratively in groups, students create and publish a digital magazine exploring a social issue, for a particular audience <b>Term 3, Week 8</b> <b>12%</b></p>
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Units 3 and 4 Assessment Outline

Assessment Type	Assessment Task Weighting	When/due date/ start and submission date	Assessment Task	Syllabus Content
Creative	10%	Term 1, Week 5	<b>Task 1</b> Composition of a narrative text (e.g. story extract, short story, autobiographical narrative)	<ul style="list-style-type: none"> <li>the use of narrative techniques, for example, characterisation and narrative point of view.</li> <li>using personal voice and adopting different viewpoints and/or perspectives to influence audiences in a range of media</li> <li>selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes</li> <li>understanding the way attitudes and values are presented</li> </ul>
Responding	13%	Term 1, Week 7	<b>Task 2</b> In class short answer responses to unseen narrative texts	<ul style="list-style-type: none"> <li>the use of narrative techniques, for example, characterisation and narrative point of view.</li> <li>consider how different perspectives and values are presented in texts</li> <li>using appropriate vocabulary, spelling and sentence structures</li> <li>applying different reading strategies (such as reviewing, skimming, and scanning) according to the nature of the task, gaining a broad overview, reading for specific details, identifying what the reader already knows about the topic</li> </ul>
Responding	13%	Term 2, Week 1	<b>Task 3</b> Panel discussion exploring how the studied TV series presents different perspectives and values	<ul style="list-style-type: none"> <li>speaking clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts</li> <li>listening actively; being prepared to assert personal views</li> <li>the use of media, types of texts, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font style in websites and use of questioning strategies and tone of voice in interviews</li> </ul>
Creating	12%	Term 2, Week 3	<b>Task 4</b> Write a persuasive letter or speech adopting the persona of a character from the studied narrative texts or TV series to present their perspective/s	<ul style="list-style-type: none"> <li>using personal voice and adopting different viewpoints and/or perspectives to influence audiences in a range of media</li> <li>distinguishing different perspectives about the main ideas in texts</li> <li>using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing.</li> </ul>
Externally Set Task	15%	Term 2, Week 4	<b>Task 5</b> Externally set task	<ul style="list-style-type: none"> <li>using appropriate vocabulary, spelling and sentence structures</li> <li>selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes</li> </ul>

## COURSE OUTLINE

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<b>Responding</b>	14%	<b>Term 2, Week 11</b>	<p><b>Task 6</b> Essay to studied film</p>	<ul style="list-style-type: none"> <li>▪ analysing issues and ideas in texts and explaining perspectives and implications</li> <li>▪ discuss the way ideas and information are presented in texts</li> <li>▪ how some perspectives are privileged while others are marginalised or silenced.</li> <li>▪ using appropriate vocabulary, spelling and sentence structures</li> </ul>
<b>Creating</b>	11%	<b>Term 3, Week 4</b>	<p><b>Task 7</b> In groups, create an infographic which summarises a workplace issue, then discuss in a panel discussion</p>	<ul style="list-style-type: none"> <li>▪ investigating and synthesising ideas and collating appropriate information from a range of source material</li> <li>▪ employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion</li> <li>▪ using and adapting text structures and language features to communicate ideas in a range of media</li> <li>▪ recognising when to work with others and when to work independently</li> <li>▪ creating oral texts that communicate ideas and perspectives</li> </ul>
<b>Creating</b>	12%	<b>Term 3, Week 8</b>	<p><b>Task 8</b> Working cooperatively and collaboratively in groups, students create and publish a digital magazine exploring a social issue, for a particular audience</p>	<ul style="list-style-type: none"> <li>▪ integrating text structures, language features and visual techniques to engage and persuade audiences</li> <li>▪ using and adapting text structures and language features to communicate ideas in a range of media</li> <li>▪ creating oral texts that communicate ideas and perspectives</li> <li>▪ recognising when to work with others and when to work independently</li> <li>▪ using the language of negotiation, problem solving and conflict resolution</li> <li>▪ planning and carrying out projects in small groups, sharing tasks and responsibilities</li> </ul>