

Term	Week	Topics and Key Teaching Points	Syllabus Content	Assessments
<b>Term 1</b>				
1	1-5	<p><b>Representations of the future: short stories</b></p> <p>Students will engage with short stories and novel extracts from science fiction/dystopia genres that explore <i>representations of the future</i>, examining how understanding of texts is shaped by contextual factors, language, purpose and audience. Students will also investigate and replicate the generic, language and structural conventions associated with successful imaginative writing.</p> <p><b>Suggested texts:</b> <i>The Pedestrian</i> by Ray Bradbury, <i>The Cutie</i> by Greg Egen, <i>Ten With a Flag</i> by Joseph Paul Haines, <i>Peter Skilling</i> by Alex Irvine, <i>The Lottery</i> by Shirley Jackson, <i>Babycakes</i> by Neil Gaiman, <i>The Ones Who Walk Away From Omelas</i> by Ursula Le Guin, <i>Sunshine Ninety Nine</i> by NK Jemisin</p> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>Stylistic choices (e.g. narrative conventions, language choices and structural devices)</li> <li>Context, purpose and audience</li> <li>Themes, issues, ideas</li> <li>Attitudes, values, beliefs</li> <li>Representations of people, places and/or events</li> <li>Levels of comprehension/analysis</li> <li>Short answer writing structures</li> </ul> <p><b>11ATAR INSIGHT REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>Texts and their features pp. 1-11, 14, 215, 221</li> <li>Representations pp. 69-81</li> <li>Analysing texts pp. 85-92, 98</li> <li>Creating imaginative texts 137-151, 166</li> </ul>	<p><b>Investigate the relationships between language, context and meaning by:</b></p> <ul style="list-style-type: none"> <li>explaining how texts are created in and for different contexts.</li> <li>analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage.</li> </ul> <p><b>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</b></p> <ul style="list-style-type: none"> <li>explaining the ways text structures, language features and stylistic choices are used in different types of texts.</li> <li>analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts.</li> <li>evaluating the impact of description and imagery.</li> </ul> <p><b>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</b></p> <ul style="list-style-type: none"> <li>purpose, taking into account that a text's purpose is often open to debate.</li> <li>personal, social and cultural context.</li> <li>the use of techniques associated with imaginative, interpretive and persuasive texts.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts.</li> <li>using evidence-based argument.</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 textual evidence to assess the purpose and context of texts.</li> <li>questioning responses to texts.</li> <li>investigating the impact and uses of imaginative, interpretive and persuasive texts.</li> </ul>	<p><b>Task 1: Responding</b> In-class short answer response of two unseen written (narrative) texts. <b>Term 1, Week 4</b> <b>6.5%</b></p> <p><b>Task 2: Composing</b> In-class narrative composition inspired by the studied texts, using appropriate generic, language and structural conventions. <b>Term 1 Week 6</b> <b>9%</b></p>

1	6-10	<p><b>Representations of the future: multimodality (hybrid text)</b> Students will complete a study of a science fiction/dystopian graphic novel, examining how the combination of written and visual elements influences our responses to ideas, issues, and representations of the world and human experience, making comparisons to prior studied texts. Students will also analyse how the text is shaped by purpose, audience and context.</p> <p><b>Suggested texts:</b> Fahrenheit 451 by Ray Bradbury and Tim Hamilton, V for Vendetta by Alan Moore and David Lloyd, 1984 by George Orwell and Fido Nesti, The Giver by Lois Lowry and Craig P Russell</p> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>• Language features</li> <li>• Visual elements (mise en scene and composition)</li> <li>• Multimodal (modes of communication)</li> <li>• Tone/Mood</li> <li>• Genre (graphic novel)</li> <li>• Context, audience, purpose</li> <li>• Themes, issues, ideas</li> <li>• Attitudes, values, beliefs</li> <li>• Representations of people, places and/or events</li> <li>• Essay structures</li> </ul> <p><b>11ATAR INSIGHT REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• Graphic novels pp. 167-174</li> <li>• Context, purpose and audience pp. 19-32</li> <li>• Analysing language in multimodal texts pp. 95-97</li> <li>• Composing analytical responses pp. 109-131, 135-136</li> </ul>	<p><b>Investigate the relationships between language, context and meaning by:</b></p> <ul style="list-style-type: none"> <li>• evaluating the choice of mode and medium in shaping the response of audiences.</li> </ul> <p><b>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</b></p> <ul style="list-style-type: none"> <li>• explaining the ways language features, text structures and conventions communicate ideas and perspectives.</li> <li>• evaluating the impact of description and imagery.</li> </ul> <p><b>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</b></p> <ul style="list-style-type: none"> <li>• purpose, taking into account that a text's purpose is often open to debate.</li> <li>• personal, social and cultural context.</li> <li>• the use of techniques associated with imaginative texts.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts.</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 textual evidence to assess the purpose and context of texts.</li> <li>• questioning responses to texts.</li> <li>• investigating the impact and uses of imaginative, interpretive and persuasive texts.</li> </ul> <p><b>Compare texts in a variety of contexts, media and modes by:</b></p> <ul style="list-style-type: none"> <li>• explaining the relationship between purpose and context.</li> <li>• analysing the style and structure of texts.</li> </ul>	<p><b>Task 3: Responding</b> In-class <b>essay</b> on the studied graphic novel. <b>Term 1, Week 8</b> <b>9%</b></p> <p><b>Task 4: Composing</b> Take-home analytical multimodal presentation (vodcast) on studied graphic novel and/or short story. 1-2 students per presentation <b>Term 2, Week 1</b> <i>(presentations begin from first session of the week).</i> <b>6%</b></p>
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**Term 2**

2	1-5	<p><b>Representations of the future: novel and short film study</b> <b>*novel must be read prior to the start of Term 2</b></p> <p>Students will study a dystopian/science fiction novel and related short film with a focus on how the world and human experience is represented, and how values, attitudes and beliefs are shaped by language, audience and context. Students will also investigate similarities and differences between the texts.</p> <p><b>Suggested texts (novels):</b> Hive (AJ Betts), Carousel (Brendan Ritchie), 1984 (Orwell), Klara and the Sun (Kazuo Ishiguro)</p> <p><b>Suggested texts (short films):</b> Suggested texts: Blackmirror series (Nosedive, San Junipero, Hated in the Nation), Love Death and Robots Series (Automated Customer Service, Three Robots, Pop Squad, Beyond the Aquila Rift), <a href="#">Dust</a> - Youtube short films.</p> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>Stylistic choices (e.g. generic conventions, narrative conventions, filmic conventions, language devices and structural devices)</li> <li>Context, purpose and audience</li> <li>Attitudes, values and beliefs</li> <li>Themes, issues and ideas</li> <li>Representations of people, places and/or events</li> <li>Imaginative writing</li> <li>Essay writing structures</li> <li>Comparison</li> </ul> <p><b>11ATAR INSIGHT REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>Attitudes and values pp. 51-60</li> <li>Analysing texts pp. 99-100, 106</li> <li>Appendix 1 and 2 pp. 218-220, 224</li> </ul>	<p><b>Investigate the relationships between language, context and meaning by:</b></p> <ul style="list-style-type: none"> <li>evaluating the choice of mode and medium in shaping the response of audiences.</li> </ul> <p><b>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</b></p> <ul style="list-style-type: none"> <li>explaining the ways language features, text structures and conventions communicate ideas and perspectives.</li> <li>evaluating the impact of description and imagery.</li> </ul> <p><b>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</b></p> <ul style="list-style-type: none"> <li>purpose, taking into account that a text's purpose is often open to debate.</li> <li>personal, social and cultural context.</li> <li>the use of techniques associated with imaginative texts.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts.</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 textual evidence to assess the purpose and context of texts.</li> <li>questioning responses to texts.</li> <li>investigating the impact and uses of imaginative, interpretive and persuasive texts.</li> </ul>	<p><b>Task 5: Responding</b> In-class <b>essay</b> on the studied novel and short film. One of the question choices will be a comparison question. <b>Term 2, Week 5</b> <b>6%</b></p>
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2	6	<p><b>Revision of Semester One in preparation for exams.</b> Students will consolidate their understanding by creating graphic organisers of studied texts and writing practice responses. Students will also <i>revisit analysis of unseen texts for short answer responses.</i></p> <p><b>11ATAR INSIGHT REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• The Exam: 207-214</li> <li>• Appendix 1 and 2 pp. 215-232</li> </ul>		Assessment Free Week
2	7-8	<b>Semester One Exam</b>		<p><b>Task 6: Exam</b> Three-hour exam; comprehending, responding and composing. <b>Term 2 Weeks 8-9</b> <b>15%</b></p>
2	9	<p><b>Review of Semester One exam performance</b> 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.</p>		
<b>Term 3</b>				
2 3	10 1-4	<p><b>Representations of voices: interpretive text/s study</b> Students will read extracts from interpretive anthologies that give voice to marginalised groups, analysing how voice is shaped via language, context, audience and purpose. Students will make connections between their own experiences and the experiences of others, examining how values, attitudes and cultural beliefs are represented.</p> <p><b>Suggested texts:</b> <i>Growing Up Asian in Australia, Growing Up Aboriginal in Australia, Growing Up Arab in Australia, Growing up African in Australia, Growing up Queer in Australia, Dark Dreams: Australian</i></p>	<p><b>Compare texts in a variety of contexts, media and modes by:</b></p> <ul style="list-style-type: none"> <li>• explaining the relationship between purpose and context.</li> <li>• analysing the style and structure of texts.</li> </ul> <p><b>Investigate the representation of ideas, attitudes and voices in texts, including:</b></p> <ul style="list-style-type: none"> <li>• analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations.</li> <li>• evaluating the effects of rhetorical devices.</li> <li>• analysing how attitude and mood are shaped.</li> </ul> <p><b>Analyse and evaluate how and why responses to texts vary through:</b></p>	<p><b>Task 7: Composing</b> Take-home multimodal composition of an interpretive text sustaining, voice, tone and style; paired with a photo essay. <b>Set: Term 2, week 10</b> <b>Due: Term 3, Week 2</b> <b>(presentations begin</b></p>

		<p><i>Refugee Stories</i> edited by Sonja Dechian, <i>Australian Day</i> by Stan Grant, <i>Dark Emu</i> by Bruce Pascoe</p> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>• Voice/s</li> <li>• Perspective</li> <li>• Interpretive text conventions</li> <li>• Context, purpose and audience</li> <li>• Attitudes, values and beliefs</li> <li>• Themes, issues and ideas</li> <li>• Tone and mood</li> <li>• Interpretive writing language features and structures</li> </ul> <p><b>11ATAR INSIGHT REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• Attitudes and values in interpretive texts pp. 64-65</li> <li>• Analysing texts pp. 105</li> </ul>	<ul style="list-style-type: none"> <li>• the impact of language and structural choices on shaping own and others' interpretations.</li> <li>• the ways ideas, attitudes and voices are represented.</li> <li>• the interplay between imaginative, interpretive and persuasive techniques.</li> <li>• analysing changing responses to texts over time and in different cultural contexts.</li> </ul> <p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• experimenting with text structures, language features and multimodal devices.</li> <li>• developing and sustaining voice, tone and style.</li> <li>• selecting and applying appropriate textual evidence to support arguments.</li> <li>• using strategies for planning, drafting, editing and proofreading.</li> <li>• using accurate spelling, punctuation, syntax and metalanguage.</li> <li>• using appropriate quotation and referencing protocols.</li> </ul> <p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>• analysing the values and attitudes expressed in texts.</li> <li>• evaluating the effectiveness of texts in representing ideas, attitudes and voices.</li> <li>• critically examining how and why texts position readers and viewers.</li> </ul>	<p><i>from first session of the week).</i> <b>6%</b></p> <p><b>Task 8: Responding</b> In-class short answer response to three <i>unseen</i> texts. <b>Term 3, Week 5</b> <b>6.5%</b></p>
3	7-9	<p><b>Representation of social issues: fiction and non-fiction</b></p> <p>Students will investigate a social issue, and replicate the generic, language and structural conventions associated with successful imaginative, interpretive and persuasive writing. Students will examine and experiment with the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives.</p> <p><b>11ATAR INSIGHT REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• Creating persuasive and interpretive texts pp. 152-164</li> <li>• Case study 2: Travel Writing pp.187-203</li> </ul>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• experimenting with text structures, language features and multimodal devices.</li> <li>• developing and sustaining voice, tone and style.</li> <li>• selecting and applying appropriate textual evidence to support arguments.</li> <li>• using strategies for planning, drafting, editing and proofreading.</li> <li>• using accurate spelling, punctuation, syntax and metalanguage.</li> <li>• using appropriate quotation and referencing protocols.</li> </ul> <p><b>Reflect on their own and others' texts by:</b></p> <ul style="list-style-type: none"> <li>• analysing the values and attitudes expressed in texts.</li> <li>• evaluating the effectiveness of texts in representing ideas, attitudes and voices.</li> <li>• critically examining how and why texts position readers and viewers.</li> </ul>	<p><b>Task 9: Composing</b> In-class composition of <b>two different texts forms</b> on the same event, place or issue from different perspectives. <b>Term 3 Week 9</b> <b>9%</b></p>

Term 4				
3 4	10 1-4	<p><b>Representation of world events: documentary study</b></p> <p>Through a study of rhetoric and multimodal/documentary conventions, students will consider how a documentary and additional supporting text/s represent the world and human experience, focusing on analysing the representation of ideas, attitudes, perspectives and voices in a variety of contexts, media and modes.</p> <p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Perspective</li> <li>• Generic conventions (documentary; multimodal)</li> <li>• Rhetorical devices (stylistic and argumentative)</li> <li>• Context, purpose and audience</li> <li>• Attitudes, values and beliefs</li> <li>• Themes, issues and ideas</li> <li>• Audience, purpose and context</li> </ul> <p><b>11ATAR INSIGHT REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• Voice 37-46</li> <li>• Appendix 1 and 2 pp. 216-217, 225, 230</li> </ul>	<p><b>Investigate the relationships between language, context and meaning by:</b></p> <ul style="list-style-type: none"> <li>• explaining how texts are created in and for different contexts.</li> <li>• analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage.</li> </ul> <p><b>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including;</b></p> <ul style="list-style-type: none"> <li>• explaining the ways language features, text structures and conventions communicate ideas and perspectives.</li> <li>• explaining the ways text structures, language features and stylistic choices are used in different types of texts.</li> <li>• analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts.</li> </ul> <p><b>Analyse and evaluate how responses to texts, including students' own responses, are influenced by;</b></p> <ul style="list-style-type: none"> <li>• purpose, taking into account that a text's purpose is often open to debate.</li> <li>• personal, social and cultural context.</li> <li>• the use of techniques associated with imaginative, interpretive and persuasive texts.</li> </ul>	<p><b>Task 10: Responding</b></p> <p>In-class <b>essay</b> response on studied documentary and supporting texts.</p> <p><b>Term 4 Week 4</b> <b>9%</b></p>
4	5	<p><b>Revision of Semester Two in preparation for exams</b></p> <p>Students will consolidate their understanding by creating graphic organisers of studied texts and writing practice responses.</p> <p><b>11ATAR INSIGHT REQUIRED READINGS:</b></p> <ul style="list-style-type: none"> <li>• The Exam: 207-214</li> <li>• Appendix 1 and 2 pp. 215-232</li> </ul>		<p><b>Assessment Free Week</b></p>
4	6-7	<p><b>Semester Two Exam</b></p>		<p><b>Task 11: Exam</b></p> <p>Three-hour exam; comprehending,</p>



**COURSE OUTLINE**  
**YEAR 11 ATAR ENGLISH**  
**2022**

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				responding and composing. Term 4 Weeks 6-7 15%
4	8	<b>Review of Semester Two exam performance</b> 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.		