

COURSE OUTLINE
ENGLISH – GENERAL YEAR 11: 2022
UNIT 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts.

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
2	6-10	<p>Documentary Students will study a range of documentaries focusing on social issues and the role of visual features in influencing the way viewers respond to those issues. Students will write and deliver a persuasive speech on an issue covered in the one of the documentaries studied. Suggested documentaries include <i>Smile Pinky</i> (39mins), <i>The Race is On</i> (40mins), <i>The Great Leap Forward</i> (42mins), <i>The Final Quarter</i> (55mins), <i>Blackfish</i> (80mins), <i>Racing Extinction</i> (94mins), <i>Bully</i> (99mins), <i>Before the Flood</i> (96mins), <i>The Oasis</i> (88mins) and <i>Growing Up Poor</i> (45mins). Accessible from topdocumentaryfilms.com, clickview.com.au, and youtube.com</p> <p>Focus on:</p> <ul style="list-style-type: none"> Identifying and evaluating the use of symbolic codes; written codes (graphics); 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, interviews). Appeal to ethos (values), logos (reason), pathos (emotion) Vocabulary Cohesion and structure Tone 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> consolidating comprehension strategies identifying facts, opinions, supporting evidence and bias making inferences from content, text structures and language features summarising ideas and information presented in texts. <p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none"> the ways in which main ideas, values and supporting details are presented in social, community and workplace texts the effects of media, types of texts and text structures on audiences the use of language features, such as tone, register and style to influence responses. <p>Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> locating and selecting information from a range of sources using a range of strategies for finding information. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using persuasive, visual and literary techniques to engage audiences in a range of modes and media selecting text structures, including introductions and conclusions, paragraphs, topic sentences, 	<p>Task 1: Responding Respond to an issue based on viewed documentary. Term 2, Week 10 20%</p> <p>Task 2: Creating Write a persuasive speech on a social issue covered in one of the documentaries studied in class. Term 3, Week 2 20%</p>
3	1-2			



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		<ul style="list-style-type: none"> Persuasive devices (allusions, authoritative statements, conditional mood, direct address, emphasis, emphatic statements, figurative language, humour, irony and sarcasm, hyperbole, imperative mood, modality, personal opinion, reference to experts and statistics, rhetorical questions, selection of details, value statements) Themes, ideas and issues Attitudes and values Public speaking skills appropriate to audience, context and purpose	connectives, and logical sequencing of ideas and events to communicate ideas in written texts <ul style="list-style-type: none"> planning, organising, drafting and presenting information or arguments for particular purposes and audiences. Communicating and interacting with others by: <ul style="list-style-type: none"> speaking coherently and with confidence for different audiences and purposes interacting confidently with others. 	
3	3-6	Bloggng Students are to research a social issue and write a series of blog posts with a focus on engaging audiences, communicating ideas and presenting arguments. Focus on: <ul style="list-style-type: none"> Brainstorming the topic Clarifying ideas Considering alternative angles Supporting opinions Audience, context and purpose Appeal to ethos (values), logos (reason), pathos (emotion) Vocabulary Cohesion and structure Tone Persuasive devices (allusions, authoritative statements, conditional mood, direct address, emphasis, emphatic 	Use strategies and skills for comprehending texts, including: <ul style="list-style-type: none"> identifying facts, opinions, supporting evidence and bias making inferences from content, text structures and language features. Consider the ways in which context, purpose and audience influence meaning, including: <ul style="list-style-type: none"> the ways in which main ideas, values and supporting details are presented in social, community and workplace texts the effects of media, types of texts and text structures on audiences the use of language features, such as tone, register and style to influence responses. 	Task 3: Creating Write a series of blog posts on a social issue (one page to introduce the topic and three responses [50 words each] to peers' blog entries) Term 3, Week 6 20%



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		<p>statements, figurative language, humour, irony and sarcasm, hyperbole, imperative mood, modality, personal opinion, reference to experts and statistics, rhetorical questions, selection of detail, value statements)</p> <ul style="list-style-type: none"> • Creating a multimodal text (blog) • Attitudes and values 	<p>Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • locating and selecting information from a range of sources • identifying the relevance and usefulness of each source depending on the context in which used • using a range of strategies for finding information. <p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar • using persuasive, visual and literary techniques to engage audiences in a range of modes and media • planning, organising, drafting and presenting information or arguments for particular purposes and audiences. <p>Communicating and interacting with others by:</p> <ul style="list-style-type: none"> • being receptive to others' ways of thinking and learning • evaluating the effectiveness of their own contribution to group tasks and activities • interacting confidently with others. 	
3	7-10	<p>Feature Articles</p> <ul style="list-style-type: none"> • Students read and view feature articles from local, national and international news sources across a range of media • Compare how feature articles communicate information, ideas and values to their audiences • Analyse text structures, language features, 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • consolidating comprehension strategies • identifying facts, opinions, supporting evidence and bias • making inferences from content, text structures and language features • summarising ideas and information presented 	<p>Task 4: Responding In-class short answer responses to unseen feature article Term 3, Week 10 20%</p>



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		<p>visual and persuasive techniques used in feature articles of various modes and mediums</p> <ul style="list-style-type: none">• Understand conventions of feature articles• Identify facts, opinions, supporting evidence and bias• Identify own and others' responses to feature articles• Analyse text structures and language features and identify the ideas, arguments and values expressed• Consider the purposes and possible audiences of texts	<p>in texts</p> <ul style="list-style-type: none">• identifying similarities and differences between own response to texts and responses of others. <p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none">• the ways in which main ideas, values and supporting details are presented in social, community and workplace texts• the effects of media, types of texts and text structures on audiences• the use of language features, such as tone, register and style to influence responses. <p>Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none">• locating and selecting information from a range of sources <p>Create a range of texts:</p> <ul style="list-style-type: none">• using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar• using persuasive, visual and literary techniques to engage audiences in a range of modes and media• planning, organising, drafting and presenting information or arguments	



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			for particular purposes and audiences.	
		<p>Employability – skills and attributes required</p> <ul style="list-style-type: none"> • Students research and understand: <ul style="list-style-type: none"> ○ Soft skills (e.g. personality, attitude, flexibility, motivation, and manners) ○ Transferable skills (e.g. problem solving, team-work, communication, leadership, and technology) ○ Job related skills ○ Attributes required for employment • Locate and read a variety of job advertisements • Compare skills and attributes required/preferred of various jobs and industries 	<p>Use strategies and skills for comprehending texts, including:</p> <ul style="list-style-type: none"> • consolidating comprehension strategies • identifying facts, opinions, supporting evidence and bias • making inferences from content, text structures and language features • summarising ideas and information presented in texts • identifying similarities and differences between own response to texts and responses of others. <p>Consider the ways in which context, purpose and audience influence meaning, including:</p> <ul style="list-style-type: none"> • the ways in which main ideas, values and supporting details are presented in social, community and workplace texts <p>Using information for specific purposes and contexts by:</p> <ul style="list-style-type: none"> • locating and selecting information from a range of sources • identifying the relevance and usefulness of each source depending on the context in which used • using a range of strategies for finding 	<p>Task 5: Responding Research and present a multimodal presentation comparing the employability skills and attributes of two careers of interest</p> <p>Term 4, Week 4 20%</p>



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			<p>information.</p> <p>Create a range of texts:</p> <ul style="list-style-type: none">• using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar• selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts• planning, organising, drafting and presenting information or arguments for particular purposes and audiences.	