

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
1	1 - 6	<p>Interpretive texts; 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. Focus on: Non-fiction techniques (eg. persuasive devices including use of statistics, selection of detail, symbolism, narrative voice, figurative language, tone, structure, diction, visual elements etc.) Context, purpose and audience Attitudes, values, assumptions and beliefs Omissions, inclusions, emphases and marginalisations Different readings of texts Conventions used in multimodal texts</p> <p>12INSIGHT REQUIRED READINGS Analysing interpretive texts pp. 82-85 Persuasive language features p. 240 Perspectives pp. 19-35 Writing from a particular perspective p. 137 Developing a voice pp. 138-143 Multimodal responses pp. 181-182</p>	<p>Investigate and evaluate the relationships between texts and contexts by:</p> <ul style="list-style-type: none"> undertaking close analysis of texts examining how each text relates to a particular context or contexts comparing the contexts in which texts are created and received. <p>Evaluate different perspectives, attitudes and values represented in texts by:</p> <ul style="list-style-type: none"> analysing content, purpose and choice of language analysing the use of voice and narrative point of view exploring other interpretations and aspects of context to develop a considered response. <p>Evaluate how texts offer perspectives through:</p> <ul style="list-style-type: none"> the selection of mode, medium, genre and type of text the ways viewpoints and values are represented the selection of language features that generate empathy or controversy. <p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate language and stylistic features to sustain a personal voice and perspective using nuanced language synthesising ideas and opinions to develop complex argument substantiating and justifying their own responses using textual evidence 	<p>Task 1: Creating In-class interpretive composition sustaining a personal voice and perspective Term 1, Week 3 9%</p> <p>Task 2: Responding In-class comprehension on interpretive texts (analysis of unseen written and visual interpretive texts) Term 1, week 6 7%</p>

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			Reflect on their own and others' texts by: <ul style="list-style-type: none"> analysing and evaluating how different attitudes and perspectives underpin texts questioning the assumptions and values in texts 	
1 2	7 – 10 to 1 - 2	Documentaries 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. 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> . Focus on: <ul style="list-style-type: none"> 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) Narrative structure (focalisers, central problems, conflict, archetypal narratives) Voice Genre Tone Context, purpose and audience Attitudes, values, assumptions and beliefs Omissions, inclusions, emphases and marginalisations Different readings of texts 	Investigate and evaluate the relationships between texts and contexts by: <ul style="list-style-type: none"> undertaking close analysis of texts examining how each text relates to a particular context or contexts comparing the contexts in which texts are created and received. Evaluate different perspectives, attitudes and values represented in texts by: <ul style="list-style-type: none"> analysing content, purpose and choice of language analysing the use of voice and narrative point of view exploring other interpretations and aspects of context to develop a considered response. Evaluate how texts offer perspectives through: <ul style="list-style-type: none"> the selection of mode, medium, genre and type of text the ways viewpoints and values are represented the selection of language features that generate empathy or controversy. Create a range of texts: <ul style="list-style-type: none"> using appropriate language and stylistic features to sustain a personal voice and perspective using nuanced language 	Task 3: Creating Vlog on rhetoric, interpretations, and controversy. Term 2, Week 1 9% Task 4: Responding In-class essay on the studied documentary (one comparative Q included with written interpretive text) Term 2, Week 2 7%

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		12INSIGHT REQUIRED READINGS Analysing interpretive texts pp. 82-85 Analysing persuasive texts pp. 76-82	<ul style="list-style-type: none"> synthesising ideas and opinions to develop complex argument substantiating and justifying their own responses using textual evidence using appropriate quotation and referencing protocols using strategies for planning, drafting, editing and proofreading using accurate spelling, punctuation, syntax and metalanguage. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing and evaluating how different attitudes and perspectives underpin texts questioning the assumptions and values in texts identifying omissions, inclusions, emphases and marginalisations discussing and evaluating different readings of texts. 	
2	3	Revision Students will consolidate their understanding by creating graphic organisers of studied texts and writing practice responses.		Assessment Free Week
		12INSIGHT REQUIRED READINGS <ul style="list-style-type: none"> The exam pp. 227-238 		
2	4 - 5			Task 5: Examination Semester One examination Term 2, Week 4-5 15%

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
2	6 - 9	<p>Representations/Identity in Australia: comprehending and composing</p> <p>Students will analyse and evaluate how similar themes, issues, ideas and concepts are treated in short stories, novel extracts, and still images and the impact of generic conventions, purpose, context and audience on the construction of these representations and the shaping of responses.</p> <p>Suggested topics include Australian identity, rites of passage, gender representations, mateship, belonging, science and technology, marginalisation, post-colonialism. <i>The Turning</i> by Tim Winton</p> <p>Focus on:</p> <ul style="list-style-type: none"> Fiction techniques (eg. characterisation, narrative point of view, language choices, structure, symbolism, tone etc.) 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.) Genre Context, purpose and audience Themes, issues, ideas and concepts Attitudes, values and beliefs Representation Comprehension skills (skimming and scanning, writing concisely) 	<p>Compare texts from similar or different genres and contexts by:</p> <ul style="list-style-type: none"> analysing language, structural and stylistic choices analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts. <p>Compare and contrast distinctive features of genres by:</p> <ul style="list-style-type: none"> analysing the techniques and conventions used in different genres, media and modes. <p>Analyse and critically appraise how the conventions of texts influence responses, including:</p> <ul style="list-style-type: none"> the ways language patterns can create meaning how responses to texts and genres may change over time and in different cultural contexts the role of the audience in making meaning. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> analysing and evaluating how different texts represent similar ideas in different ways comparing and evaluating the impact of language features used in a variety of texts and genres. <p>Create a range of texts:</p> <ul style="list-style-type: none"> transforming and adapting texts for different purposes, contexts and audiences. making innovative and imaginative use of language features. 	<p>Task 6: Creating In-class imaginative composition Term 2, Week 8 8%</p> <p>Task 7: Responding In-class comprehension (analysis of unseen written and visual texts – narrative texts) Term 2, Week 9 7%</p>

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		12INSIGHT REQUIRED READINGS Analysing, interpreting and responding pp. 62-65, 66-76 Analysing still images pp. 81, 86-91 Understanding Australian contexts pp. 10-14 Creating imaginative texts pp. 147-155 Short answer responses pp. 21, 33-34, 49-50, 104, 105-107, 229, 245 Imaginative language features p. 239	<ul style="list-style-type: none"> using and experimenting with text structures and language features related to specific genres for particular effects. using strategies for planning, drafting, editing and proofreading. using accurate spelling, punctuation, syntax and metalanguage. 	
2 3	10 1 - 3	Australian Novel, Graphic Novel and/or Play Students will study the novel selected by the teacher with a focus on genre, context and ideas relating to Australian identity, journeys, and freedom. Focus on: <ul style="list-style-type: none"> Relationships between texts, audiences, purposes, genres and contexts Fiction techniques (characterisation, narrative point of view, perspectives, voices, language choices, structure, symbolism, tone) Genre Context, purpose and audience Attitudes, values and beliefs Essay writing structures 	Compare texts from similar or different genres and contexts by: <ul style="list-style-type: none"> analysing language, structural and stylistic choices explaining how each text conforms to or challenges the conventions of particular genres or modes analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts. Compare and contrast distinctive features of genres by: <ul style="list-style-type: none"> analysing the techniques and conventions used in different genres, media and modes. Analyse and critically appraise how the conventions of texts influence responses, including: <ul style="list-style-type: none"> the ways language patterns can create meaning how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted how responses to texts and genres may change over time and in different cultural contexts 	Task 8: Responding In-class essay on studied novel. Term 3, Week 3 7%

Term	Week	Topic and Key Teaching Points	Syllabus Content	Assessments
		12INSIGHT REQUIRED READINGS Context pp. 1-18 Analysing imaginative texts pp. 66-76 Analytical essay response pp. 108-117 Perspectives on the Other pp. 205-224 Imaginative language features p. 239 Parts of Chapter 8, dependent upon the studied text	<ul style="list-style-type: none"> the role of the audience in making meaning. Create a range of texts: <ul style="list-style-type: none"> transforming and adapting texts for different purposes, contexts and audiences making innovative and imaginative use of language features using and experimenting with text structures and language features related to specific genres for particular effects sustaining analysis and argument. Reflect on their own and others' texts by: <ul style="list-style-type: none"> analysing and evaluating how different texts represent similar ideas in different ways explaining how meaning changes when texts are transformed into a different genre or medium comparing and evaluating the impact of language features used in a variety of texts and genres.	
3	4-7	Australian Genre study; Feature Film Students will recognise and analyse the conventions of genre in Australian feature film and consider how those conventions may assist interpretation. Students will also compare previous unit of work (narrative written texts) that relate to the genre and how it has changed and adapted over time. Suggested texts: <i>The Dressmaker</i> (Australian Gothic), <i>Charlie's Country</i> (Post-Colonial Australia), <i>Jasper Jones</i>	Compare texts from similar or different genres and contexts by: <ul style="list-style-type: none"> analysing language, structural and stylistic choices explaining how each text conforms to or challenges the conventions of particular genres or modes. Compare and contrast distinctive features of genres by: <ul style="list-style-type: none"> analysing the techniques and conventions used in different genres, media and modes considering how the conventions of genres can be challenged, manipulated or subverted 	Task 9: Responding In-class essay on the studied feature film. Term 3, Week 7 (essay to be first session of the week) 7% Task 10: Creating Analytical and comparative oral presentation. 1-2 students per presentation

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		<p>(Australian Coming of Age), <i>Mad Max</i> (Australian Dystopian) etc.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Media conventions (symbolic [mise-en-scene], written, audio and technical [camera angles, camera distance, camera movement, shot duration, editing, juxtaposition, lighting, special effects]) Narrative structure (use of flashbacks, circular narrative, conflict, archetypal narratives) Genre (subject matter and style) Context, purpose and audience Themes, issues, ideas and concepts Attitudes, values and beliefs <p>12INSIGHT REQUIRED READINGS</p> <p>Genre pp. 39-60</p> <p>Analysing moving images pp. 91-92</p> <p>Composing an analytical response pp. 93-126</p> <p>Comparative responses pp. 118-121</p> <p>Oral & multimodal presentations pp. 167-181</p> <p>Visual & multimodal language features pp. 242-244</p> <p>Spoken language features p. 241</p>	<ul style="list-style-type: none"> examining how genres and their conventions have changed and been adapted over time. <p>Analyse and critically appraise how the conventions of texts influence responses, including:</p> <ul style="list-style-type: none"> how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted how responses to texts and genres may change over time and in different cultural contexts the role of the audience in making meaning. <p>Create a range of texts:</p> <ul style="list-style-type: none"> transforming and adapting texts for different purposes, contexts and audiences sustaining analysis and argument using strategies for planning, drafting, editing and proofreading using accurate spelling, punctuation, syntax and metalanguage. <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> explaining how meaning changes when texts are transformed into a different genre or medium comparing and evaluating the impact of language features used in a variety of texts and genres. 	<p>Recorded or live presentation</p> <p>Term 3, Week 7 (presentations begin from second session of the week).</p> <p>9%</p>



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3	8	Revision Students will consolidate their understanding by creating graphic organisers of studied texts and writing practice responses. 12INSIGHT REQUIRED READINGS <ul style="list-style-type: none">The exam pp. 227-238		Assessment Free Week
3	9-10			Task 11: Examination Semester Two examination Term 3, Weeks 9-10 15%