Sample course outline

English – ATAR Year 12

These units have been programmed over 15 weeks each with six tasks per semester to provide assessment options. Teachers may choose to reduce the number of tasks and modify task weightings and timing according to their context. While unit content dot points are generally identified only once in the Syllabus content column below, many are covered more than once. Opportunities exist across this teaching and learning program for teachers to incorporate general capabilities and cross-curriculum priorities.

Semester 1

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
<th>Syllabus content</th>
<th>Assessment tasks</th>
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<tbody>
<tr>
<td>1</td>
<td>Unit overview</td>
<td>Rationale</td>
<td>Task 1: 10% Creating (Set Week 2, due Week 3)</td>
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<td></td>
<td>Task expectations</td>
<td>Aims</td>
<td>In class and at home</td>
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<td></td>
<td>Written and oral</td>
<td>Organisation</td>
<td>Following the directions set out on the task sheet, go for a 20-minute walk. On your return, write a prose narrative in which you experiment with the narrative conventions of point of view, stream of consciousness and other language features to shape reader response.</td>
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<td></td>
<td>communication</td>
<td>Exam design brief</td>
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<td>standards</td>
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<td>Review of course</td>
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<td>Commence reading/</td>
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<td>viewing program.</td>
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<td>2–3</td>
<td>Through the study of various model text extracts, students will learn how to manipulate narrative point of view, stream of consciousness, metaphorical language and other language features.</td>
<td>Create a range of texts:</td>
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<td>• making innovative and imaginative use of language features</td>
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<td>• using and experimenting with text structures and language features related to specific genres for particular effects</td>
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<td>• using strategies for planning, drafting, editing and proofreading</td>
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<td>• using accurate spelling, punctuation, syntax and metalanguage.</td>
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<td>Reflect on their own and others’ texts by:</td>
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<td>• analysing and evaluating how different texts represent similar ideas in different ways</td>
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<td>• comparing and evaluating the impact of language conventions used in a variety of texts and genres.</td>
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| 3–5  | Students explore a variety of prose fiction, prose non-fiction and multimodal texts across a range of genres to identify how texts conform to or challenge the conventions of particular genres or modes. They compare texts from similar and different genres and examine how textual features and language conventions of genres may influence audience responses. Possible choices of texts: Short fiction: short stories from *Reading Fictions, Gendered Fictions or Investigating Texts*. Non-fiction: articles by columnists like Ros Thomas, Robert Drewe or Nikki Gemmell. Extracts from expository texts like *Real Gorgeous, Perth and Unreliable Memoirs*. Everyday texts: newspaper and magazine articles, online multimodal websites, blogs, narratives, for example, flash-fiction. (See syllabus, page 4.) | **Compare texts from similar or different genres and contexts by:**  
- 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:**  
- 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 2: 5% Responding**  
(Set Week 4, due Week 5)  
In class  
You will be provided with three texts – one prose fiction, one prose non-fiction and one multimodal – from a range of genres. Respond in 150–200 words to each of three questions based on the content at left listed for Weeks 3–5. |
| 6–9  | Students examine a variety of texts across a range of genres and consider how language features and textual conventions influence audience responses. They assess how similar themes, issues and/or ideas are treated and consider relationships between texts, audiences, purposes, genres and contexts. | **Analyze and critically appraise how the conventions of texts influence responses, including:**  
- the ways language patterns can create shades of meaning  
- how responses to texts and genres may change over time and in different cultural contexts  
- the role of the audience in making meaning  
- how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted.  
**Compare texts from similar or different genres and contexts by:**  
- analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts. | **Task 3: 5% Responding**  
(Set Week 6, due Week 8)  
In class and at home  
Maintain a reflective journal for each text covered in which you:  
- identify any language features and/or generic conventions that impacted on you as a reader/viewer and briefly explain why  
- evaluate the ways in which textual and language features have shaped your responses to ideas/issues/themes for each genre you have studied  
- consider the extent to which responses to your chosen texts may differ over time in different cultural contexts. (Your journal must include one entry for each of five or six text types, such as: a feature film, a poem, a short play, a documentary, an episode from a sitcom, a cartoon or comic strip.) |
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| 10–13 | Students read a range of narrative texts to develop and enhance their understanding of narrative techniques. Through a series of drafts in their writing of a prose narrative, students consider use of language and language features, use of narrative style, development of ‘voice’, development of ideas and themes and attention to issues, purpose, audience and context. | Compare and contrast distinctive features of genres by:  
• examining how genres and their conventions have changed and been adapted over time.  
Create a range of texts:  
• using appropriate quotation and referencing protocols  
• using strategies for planning, drafting, editing and proofreading  
• using accurate spelling, punctuation, syntax and metalanguage. | Task 4: 5% Responding  
(Set Week 6, due Week 9)  
In-class essay. You will be required to write on one of the following:  
• Select two texts from different genres and critically appraise how the conventions of each have been used to influence audience response  
• Discuss how and why different audiences/readers may make different meanings of one text you have studied  
• Examine how similar themes/issues/ideas are treated in two texts you have studied. Your answer should give some consideration to language features and generic conventions |
| 14 | Students learn to comprehend texts and develop arguments. | Create a range of texts:  
• sustaining analysis and argument.  
Reflect on their own and others’ texts by:  
• analysing and evaluating how different texts represent similar ideas in different ways  
• comparing and evaluating the impact of language conventions used in a variety of texts and genres. | Task 5: 5% Creating (Set Week 10, due Week 13)  
In class and at home  
Select one text you have studied and transform part of this into a different genre, adapting it for a different purpose, context and/or audience. Your text should demonstrate a clear understanding of the language features and textual conventions of your adopted genre.  
(Approximately 500 words.) |
| 15 | | Examination: 10% | |
### Semester 2

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| 1–4  | Students examine how perspectives are presented in texts across a range of modes, mediums, genres and types of texts. They evaluate the way in which particular texts represent points of view and critically appraise the values that underpin them. | **Evaluate different perspectives, attitudes and values represented in texts by:**  
- analysing content, purpose and choice of language  
- analysing the use of voice and point of view  
- exploring other interpretations and aspects of context to develop a considered response.  
**Evaluate how texts offer perspectives through:**  
- the selection of mode, medium, genre and type of text  
- the ways points of view and values are represented  
- the selection of language features that generate empathy or controversy. | **Task 7: 5% Responding**  
(Set Week 1, due end Week 2)  
**In class**  
Three texts will be provided, one prose fiction, one prose non-fiction and one multimodal text. Respond in 250–300 words to each of the three questions below. You must refer to each of the three texts at some stage. Provide brief examples to support your answers where relevant.  
1. Explain how your context has influenced your reading of one text.  
2. Briefly explain how the genre of the text has influenced the development of the perspective offered in two of the three texts.  
3. How has the use of language features in one text been effective in shaping your response to that text?  
**Task 8: 5% Responding**  
(Set Week 1, due Week 4)  
**In-class essay**  
Write an essay in which you discuss the values and attitudes that underpin this excerpt from Carl Sagan’s *Pale Blue Dot: A Vision of the Human Future in Space* and the possible readings of that text. Use the ‘syllabus-arrowed’ notes and the ‘reading practices’ notes as a starting point for your discussion; comment on the language features that generate empathy or controversy; and conclude with an indication of whether, on balance, you approve or disapprove of Sagan’s perspective.  
(See [https://www.youtube.com/watch?v=3i2y4sEOpRI](https://www.youtube.com/watch?v=3i2y4sEOpRI) and [http://gizmodo.com/5513783/the-world-would-be-better-if-everyone-watched-this-video](http://gizmodo.com/5513783/the-world-would-be-better-if-everyone-watched-this-video) with the Sagan extract included.)
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| 5–7  | Students explore a range of interpretive texts (for example, feature articles) and text extracts (for example, from longer expository texts) which offer perspectives on the world and which have been created in, and responded to, by audiences in a variety of contexts. Students consider and question how different values, attitudes and assumptions underpin texts. | **Create a range of texts:**  
- using appropriate language and stylistic features to sustain a personal voice and perspective  
- using nuanced language.  
**Reflect on their own and others’ texts by:**  
- analysing and evaluating how different attitudes and perspectives underpin texts  
- questioning the assumptions and values in texts. | **Task 9: 7.5% Creating**  
(Set Week 5, due Week 7)  
**Class and home preparation**  
Choose a text that you have studied that presents a perspective and, in one paragraph, summarise the values that underpin that perspective. Then in a form of your choice, create a text that sustains a strong sense of voice while it challenges the perspective presented in the original text. |
| 8–11 | Students will engage in a teacher-directed study of a novel analysing its issues, attitudes, perspectives, values and assumptions and how different readings of that novel vary according to different contexts and audiences. Each student will then be required to choose another text that in some way relates to the novel. Texts may include short stories, feature films, short films, television programs, comics, graphic novels and picture books. | **Reflect on their own and others’ texts by:**  
- analysing and evaluating how different attitudes and perspectives underpin texts  
- questioning the assumptions and values in texts  
- discussing and evaluating different readings of texts.  
**Investigate and evaluate the relationships between texts and contexts by:**  
- 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. | **Task 10: 10% Responding**  
(Set Week 8, due Week 11)  
**Part A: Group work on novel**  
Working in small groups, create a multimodal presentation in which you discuss the connections between the novel and the other texts you have chosen. Focus on representations, issues, attitudes, perspectives, values and/or assumptions of all texts and how different readings of those texts vary according to different contexts and audiences. Each group is to provide a printed handout summarising the group’s findings for distribution to the class.  
**Part B: Individual student work**  
Provide an analysis of the text you chose and the connections with the novel regarding representations, issues, attitudes, perspectives, values and/or assumptions and how different readings of both texts are possible. |
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| 12–14| Students examine how arguments are effectively constructed to persuade and engage a particular audience and consider a variety of text types, modes and media such as print and digital newspaper and magazine articles, essays, speeches and non-fiction persuasive texts. | **Create a range of texts:**  
- using appropriate language and stylistic features to sustain a personal voice and perspective  
- using nuanced language  
- synthesising ideas and opinions to develop complex arguments  
- 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.  
**Reflect on their own and others’ texts by:**  
- identifying omissions, inclusions, emphases and marginalisations. | **Task 11: 7.5% Creating (Set Week 12, due Week 14) Preparation in class and at home, final task in class**  
Create a persuasive magazine or newspaper article (digital or print) for a specified audience in which you advocate strongly on behalf of a marginalised group. Your clearly structured article should seek to raise awareness of the issues confronting this group and detail what can be done for these issues to be addressed. Your article should be thoroughly researched and supported with factual evidence. (You are allowed one page of dot-point notes of no more than 200 words.) |
| 15 | | **Examination 20%** |