

All Saints' College

Year 11 English ATAR Course Outline 2024

Unit 1 – How is meaning made?

Welcome to the first half of your two-year English ATAR course.

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

The aims of this two-year course include developing the following:

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts



- understanding and appreciation of different uses of language.

In addition, the course aims to develop students' ability to:

- understand the use of language for communication
- analyse, evaluate and create sustained imaginative, interpretive and persuasive texts in a range of modes
- engage in critical analysis and evaluation.

At All Saints' College, we also hope that throughout this course, you will develop your capabilities.

The study of English is a powerful opportunity to develop your capabilities, when you realise what English is *really* about.

English is not about studying texts and checking off assessments.

English is about interacting with the world around you to grow your intercultural understanding and your ability to empathise with others.

English is about finding the right words, in the right context, to hone the power of your voice and encourage people to listen.

English is about learning how language is shaped to influence you in order to clearly form **your own** beliefs about the world.

Across your Year 11 English learning journey, we encourage you to reflect often on how you are growing, in a capabilities sense. Use the wheel to guide your reflection. Capabilities like becoming more resilient, organised, and self-aware are all really important powers for life right now and in the future, to ensure you get the most out of everything.



So, ask yourselves as we progress: how am I growing?



All Saints' College

Year 11 English ATAR Course Outline 2024

Semester 1 – Unit 1 – How is meaning made?

Year 11 English SCSA Syllabus – Unit 1 Information

Unit 1 Description:

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

Learning outcomes

By the end of this unit, students:

- understand the relationships between purpose, context and audience and how these relationships influence texts and their meanings
- investigate how text structures and language features are used to communicate ideas and represent people and events in a range of texts
- create oral, written and multimodal texts appropriate for different audiences, purposes and contexts.

Unit content

This unit includes the knowledge, understandings and skills described below:

Investigate the relationships between language, context and meaning by:

- explaining how texts are created in and for different contexts
- analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage
- evaluating the choice of mode and medium in shaping the response of audiences, including digital texts.

Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:

- explaining the ways language features, text structures and conventions communicate ideas and perspectives
- explaining the ways text structures, language features and stylistic choices are used in different types of texts
- analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts
- evaluating the impact of description and imagery.

Analyse and evaluate how responses to texts, including students' own responses, are influenced by:

- purpose, taking into account that a text's purpose is often open to debate
- personal, social and cultural context
- the use of techniques associated with imaginative, interpretive and persuasive texts.

Create a range of texts:

- using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts
- drawing on a range of technologies
- combining visual, spoken and written elements where appropriate
- using evidence-based argument
- 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:

- analysing textual evidence to assess the purpose and context of texts
- questioning responses to texts
- investigating the impact and uses of imaginative, interpretive and persuasive texts.



Term/Weeks/Topic	Teaching Points	Syllabus Content	Assessment Task/s
<p>Term 1, Weeks 1-9:</p> <p><i>How is meaning made?</i></p> <p>➤ <i>How is meaning made in texts, through specific techniques, to invite responses and present perspectives?</i></p> <p>➤ <i>How is language, structure and style manipulated in different text types to represent people and events?</i></p>	<ul style="list-style-type: none"> In the first week, teachers will familiarise students with the course outline and syllabus, as well as explain the expectations for the year ahead in terms of standard of work and study load required Teachers will also go over the glossary and any other relevant course materials to ensure students are well prepared for the course to begin The aim of this unit is for students to explore the ways in which the structure, stylistic features and language of different text types may be used to represent the same event, person or group in different ways, and develop their analytical and communicative capabilities. Study in this unit also focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning Teachers will guide students through a detailed study of a variety of text types relating to analysis of the representation of the same person, group, or event. The texts that teachers choose to explore may be used in preparation for Task One and Two. Teachers should provide examples of at least three of the following text types for students to explore: <ul style="list-style-type: none"> ★ Short story ★ Podcast 	<ul style="list-style-type: none"> Investigate how text structures and language features are used to communicate ideas and represent people and events in a range of texts Explaining the ways text structures, language features and stylistic choices are used in different types of texts Evaluating the impact of description and imagery Personal, social and cultural context Using evidence-based argument Using appropriate quotation and referencing protocols Using accurate spelling, punctuation, syntax and metalanguage. Analyse and evaluate how responses to texts, including students' own responses, are influenced by purpose, taking into account that a text's purpose is often open to debate 	<p>Task 1</p> <p>Term 1 Week 3</p> <p>Mon 12th & Tues 13th Feb</p> <p>Comprehension short answer response to 2 x unseen questions based on 1 unseen written text and 1 unseen visual text.</p> <p>(focus for written comprehension will be non-fiction)</p> <p>In-class –</p> <p>5 mins reading, 5 mins planning time 45 mins writing time.</p> <p>Weighting – 10%</p>



Term/Weeks/Topic	Teaching Points	Syllabus Content	Assessment Task/s
<p>CAPABILITIES IN FOCUS</p> <ul style="list-style-type: none"> * Effective Communication * Inquisitive * Self-awareness * Organised 	<ul style="list-style-type: none"> * Speech * Feature article * Print advertising * Film/ short film * Documentary * Blogs * Websites * Television advertising <p>Teachers will explicitly teach the structure of a responding style essay ahead of Task 2 and provide opportunities for students to practise responding style essay questions focussed on:</p> <ul style="list-style-type: none"> • Representations of ideas, people, groups and events • Purpose • Reader response • Language choices • Text structure • Construction of meaning • Stylistic choices and features 		<p>Task 2 Term 1 Week 8 Thurs 21 & Fri 22 March</p> <p>In-class essay – no notes, one period of working time given. Unseen questions.</p> <p>Weighting – 10%</p>
	<ul style="list-style-type: none"> • Teachers will explicitly teach skills of imaginative, interpretive, or persuasive composition and provide 	<ul style="list-style-type: none"> • Create oral, written and 	Task 3



Term/Weeks/Topic	Teaching Points	Syllabus Content	Assessment Task/s
<p>Term 2 Weeks 1-4</p> <p><i>How do I write for a target audience, with a clear context, to achieve a purpose?</i></p> <p>CAPABILITIES IN FOCUS</p> <ul style="list-style-type: none"> * Creative * Collaborative * Effective Communication 	<p>students with opportunities to develop their ability to write in an appropriate form, for a particular context, audience, and purpose</p> <ul style="list-style-type: none"> • Teachers will develop students' understanding of how context influences texts creation and meanings made by readers, and how a strong sense of audience and purpose drives good writing • Course concepts of focus: <ul style="list-style-type: none"> ➤ Context ➤ Purpose ➤ Audience ➤ Imaginative text ➤ Interpretive text ➤ Persuasive text • A focus will be placed on helping students to devise an effective composing strategy for an in-class timed composition 	<p>multimodal texts appropriate for different audiences, purposes and contexts.</p> <ul style="list-style-type: none"> • Explaining how texts are created in and for different contexts • Investigating the impact and uses of imaginative, interpretive and persuasive texts. • Use of techniques associated with imaginative, interpretive and persuasive texts. • Using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts • Combining visual, spoken and written elements where appropriate • Using strategies for planning, drafting, editing and proofreading • Using accurate spelling, punctuation, syntax and metalanguage. • Personal, social and cultural context • Drawing on a range of 	<p>Term 2 Week 4</p> <p>Commencing</p> <p>Monday 6th May</p> <p>Students will compose an imaginative, interpretive or persuasive text in response to examination-style prompts.</p> <p>Prompts will be given to students ahead of the assessment. Students will be required to write a composition in response to their chosen prompt and workshop their pieces in writers' circles. They will then write their response in-class the following day. This assessment will be a week-long process that will work according to the following schedule:</p> <p>Week 4 –</p> <p>Lesson 1: Receive prompts, produce a composition at home/in-</p>



Term/Weeks/Topic	Teaching Points	Syllabus Content	Assessment Task/s
		technologies (students will make use of computer programs to organise their writers' circles as a part of Task 4)	<p>class. Speak with other students considering the same prompt to brainstorm a variety of possible responses.</p> <p>Lessons 2-3: Workshop pieces in writer's circles held in class. Develop pieces in response to feedback received. (Writers' Circles are not marked by teachers, only the final composition is marked).</p> <p>Lesson 4: Produce their compositions in-class under timed conditions – one period of working time given.</p> <p>Weighting – 10%</p>



Term/Weeks/Topic	Teaching Points	Syllabus Content	Assessment Task/s
Term 2, Week 5: Assessment Free <i>Putting it all together</i> <i>Examination Preparation!</i> Term 2, Weeks 6 & 7 Examination CAPABILITIES IN FOCUS <ul style="list-style-type: none"> ★ <i>Effective Communication</i> ★ <i>Organised</i> ★ <i>Creative</i> ★ <i>Resilient</i> 	<ul style="list-style-type: none"> • In Week 4 students will be provided with opportunities to prepare for the upcoming examination • Revision resources, practice questions and comprehension passages will be provided, as well as opportunities for the provision of feedback • This is an opportunity for students to show the progress of their learning to date <p><u>Exam structure:</u> Reading time: ten minutes Working time: three hours</p> <p>The examination comprises of three sections: Section One –Comprehension <ul style="list-style-type: none"> • 30% of the total examination • Two questions • Two unseen texts either written, visual or multimodal Section Two –Responding <ul style="list-style-type: none"> • 40% of the total examination • One question from a choice of six Section Three –Composing</p>	Unit 1 – see all SCSA Unit 1 descriptors at the top of the document	Task 4 Term 2, Weeks 6 & 7 Semester 1 Examination Weighting - 15%



Term/Weeks/Topic	Teaching Points	Syllabus Content	Assessment Task/s
	<ul style="list-style-type: none">• 30% of the total examination• One question from a choice of four or five Written under exam conditions		

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Year 11 English ATAR Course Outline 2024

Unit 2 – How do texts represent the world and human experience?

Unit 2 Description

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students critically examine 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. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Learning outcomes

By the end of this unit, students:

- understand the ways in which ideas, values and attitudes are represented in texts
- examine the ways texts are constructed to position audiences
- create oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Compare texts in a variety of contexts, media and modes by:

- explaining the relationship between purpose and context
- analysing the style and structure of texts
- evaluating the construction of hybrid texts.

Investigate the representation of ideas, attitudes and voices in texts, including:

- analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations
- evaluating the effects of rhetorical devices
- analysing the effects of using multimodal and digital features
- analysing how attitude and mood are shaped.

Analyse and evaluate how and why responses to texts vary through:

- the impact of language and structural choices on shaping own and others' interpretations
- the ways ideas, attitudes and voices are represented
- the interplay between imaginative, interpretive and persuasive techniques
- analysing changing responses to texts over time and in different cultural contexts.

Create a range of texts:

- using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences
- experimenting with text structures, language features and multimodal devices
- developing and sustaining voice, tone and style
- selecting and applying appropriate textual evidence to support arguments
- using strategies for planning, drafting, editing and proofreading
- using accurate spelling, punctuation, syntax and metalanguage
- using appropriate quotation and referencing protocols.

Reflect on their own and others' texts by:

- analysing the values and attitudes expressed in texts
- evaluating the effectiveness of texts in representing ideas, attitudes and voices

- critically examining how and why texts position readers and viewers.



Term/Weeks/Topic	Key Teaching Points	Syllabus Content	Assessment Task/s
<p>Term 2, Weeks 8-10</p> <p>Student-led Tutorials</p> <p><i>How are responses to texts shaped by context?</i></p> <p>CAPABILITIES IN FOCUS</p> <p><i>Collaborative Leadership</i></p>	<p>To begin Unit 2, students will be guided to explore the following questions, initially with teachers but then in a small group for their tutorial project:</p> <ul style="list-style-type: none"> <i>Why do we respond to texts in certain ways (looking at context of production and reception)?</i> <i>How do texts reveal values and attitudes towards issues?</i> <i>How is style influential in shaping responses?</i> <i>How do texts reflect the perspective and context of the creator?</i> <i>How are our own responses shaped by our perspectives and contexts?</i> <p>Students will investigate these questions through a group project that culminates in a tutorial delivered to the class in Week 2.</p> <p><u>Tutorial task overview:</u></p> <ul style="list-style-type: none"> Small groups of students will research an artist of choice and their body of work. This can be any kind of artist – for example, a musician (e.g. Kurt Cobain), novelist (e.g. Ray Bradbury), painter (e.g. Vincent Van Gogh), or designer (e.g. Calvin Klein). They will pick 2-3 pieces (or one extended piece of art, such as a novel) to analyse the ways style, structure and language can shape responses, reveal contextual factors, 	<ul style="list-style-type: none"> analysing the style and structure of texts the impact of language and structural choices on shaping own and others' interpretations the interplay between imaginative, interpretive and persuasive techniques analysing changing responses to texts over time and in different cultural contexts. analysing the values and attitudes expressed in texts critically examining how and why texts position readers and viewers. using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences (in the tutorial delivery) 	<p>Task 5</p> <p>Tutorials commence Term 2, Week 10</p> <p>Monday 17th June</p> <p>All week</p> <p>Small group tutorials (oral task)</p> <p>Weighting – 10%</p>



Term/Weeks/Topic	Key Teaching Points	Syllabus Content	Assessment Task/s
	<p>represent values and attitudes, and reveal something about the artist's perspective and the perspective of the viewer/reader</p> <ul style="list-style-type: none"> Students will present their findings to the class in the form of a tutorial. Students should aim for at least three minutes per group member. One short activity (of around 5min) needs to be created to help the class learn and to make this more interactive. This might take the form of a Kahoot, a guided think-pair-share, a short writing activity – so long as it is meaningful and engaging and helps the class learn The tutorial should have a run time of 15min, and an activity time of 5min at the end roughly, depending on the size of the group (3-5min speaking time per member is recommended so this time arrangement is devised based on a group of four) <p>Teachers will explicitly teach effective techniques for oral tutorials with a focus on how to enhance listener engagement and involvement.</p>		
<p>Term 3, Weeks 1-6:</p> <p><i>What comparisons can we make between the texts that we study?</i></p> <p>➤ <i>How do texts represent the human experience?</i></p>	<ul style="list-style-type: none"> Through a study of a text or variety of texts that explore similar ideas, issues or themes, students will be guided to examine the relationship between context and purpose, and the way texts can represent ideas, attitudes, voice and perspective. They will also examine how the human experience is represented in a text or texts of study Students will be taught about how they can draw comparisons between the texts that they study and how to write comparative essays Students will be taught about the purpose and effect of blending 	<ul style="list-style-type: none"> how texts represent the world and human experience explaining the relationship between purpose and context evaluating the construction of hybrid texts. the ways ideas, attitudes and 	<p>Task 6</p> <p>Term 3, Week 6</p> <p>Wed 21 & Thurs 22 August</p> <p>Comparative in-class essay in response to studied text/s.</p>



Term/Weeks/Topic	Key Teaching Points	Syllabus Content	Assessment Task/s
<ul style="list-style-type: none">➤ Why and how do texts amplify certain voices?➤ How do texts offer perspectives ?➤ What interpretations can we make about our studied texts and what shapes these interpretations?	<p>genres and modes</p> <ul style="list-style-type: none">• Students will be guided to review the features and writing style of a Responding Section essay and given opportunities to practise this	<p>voices are represented</p> <ul style="list-style-type: none">• comparing texts in a variety of contexts, media and modes• the interplay between imaginative, interpretive and persuasive techniques• analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations• evaluating the effectiveness of texts in representing ideas, attitudes and voices• selecting and applying appropriate textual evidence to support arguments• using appropriate quotation and referencing protocols.	<p>One period</p> <p>Weighting - 10%</p>



Term/Weeks/Topic	Key Teaching Points	Syllabus Content	Assessment Task/s
<p>Term 3, Weeks 7-9:</p> <p><i>How can I craft a compelling voice to express a human experience?</i></p> <p>CAPABILITIES:</p> <p><i>Creative Effective Communication</i></p>	<ul style="list-style-type: none">Teachers will review skills of composition with students ahead of Task 7 with an emphasis on crafting their narrative or authorial voiceThere will also be an emphasis on how to use and adapt the conventions of different text types into a specific interpretive, imaginative or persuasive text.Students will be encouraged to embrace this opportunity to refine and practise their own composing strategy, ready to use for the end of year exams	<ul style="list-style-type: none">using imaginative, interpretive and persuasive elements for different purposes, contexts and audiencesexperimenting with text structures, language features and multimodal devicesdeveloping and sustaining voice, tone and styleusing strategies for planning, drafting, editing and proofreadingusing accurate spelling, punctuation, syntax and metalanguage	<p>Task 7</p> <p>Term 3, Week 9</p> <p>Thurs 12th & Fri 13th Sept.</p> <p>Composition of a text</p> <p>Students will produce a composition in a form of their choice in response to exam-style prompts..</p> <p>Questions unseen, one period of working time given.</p>



Term/Weeks/Topic	Key Teaching Points	Syllabus Content	Assessment Task/s
			Weighting – 10%
Term 3 Week 10 Term 4 Weeks 1-3: <i>How do I prepare for the exam and develop my skills?</i>	<ul style="list-style-type: none"> Across Weeks 1-3, students will be provided with opportunities to reflect on their learning over the course of the year and prepare for the upcoming examination. Students will complete Task 9 in order to fine tune their analytical capabilities in a short answer format Revision resources, practice questions and comprehension passages will be provided, as well as opportunities for the provision of feedback. ❖ Teachers may also take the opportunity to foreshadow the Year 12 syllabus to indicate how it interlocks and builds upon on Year 11 ❖ Ahead of the comprehension, there will be a focus on persuasive texts 	<ul style="list-style-type: none"> evaluating the effects of rhetorical devices (in comprehension texts) analysing the effects of using multimodal and digital features (in comprehension texts) analysing how attitude and mood are shaped (in comprehension texts) 	Task 8 Term 4 Week 3 Mon 21st and Tuesday 22nd October Comprehension short answer response to 2 x questions based on 2 unseen texts 5 mins reading 5 mins planning 45 minutes writing time given Weighting – 10%



Term/Weeks/Topic	Key Teaching Points	Syllabus Content	Assessment Task/s
<p>Term 4, Week 4: Assessment Free</p> <p><i>Putting it all together</i></p> <p><i>Examination Preparation!</i></p> <p>Term 2, Weeks 5 & 6 Examination</p> <p><i>CAPABILITIES IN FOCUS</i></p> <ul style="list-style-type: none"> ★ <i>Effective Communication</i> ★ <i>Organised</i> ★ <i>Creative</i> ★ <i>Resilient</i> 	<p><u>Exam structure:</u></p> <p>Reading time: ten minutes</p> <p>Working time: three hours</p> <p>The examination comprises of three sections:</p> <p>Section One –Comprehension</p> <ul style="list-style-type: none"> ❖ 30% of the total examination ❖ Two questions ❖ Two unseen texts either written, visual or multimodal <p>Section Two –Responding</p> <ul style="list-style-type: none"> ❖ 40% of the total examination ❖ One question from a choice of six <p>Section Three –Composing</p> <ul style="list-style-type: none"> ❖ 30% of the total examination ❖ One question from a choice of four or five <p>Written under exam conditions.</p>	<p><i>Review, as needed, of all Unit 1 and Unit 2 syllabus points above</i></p>	<p>Task 9</p> <p>Term 4, Weeks 5-6</p> <p>Semester 2 Examination</p> <p>Weighting - 15% of final year mark</p>



YEAR 11 ENGLISH UNIT 1 AND 2 ATAR TASK SUMMARY					
Task Number	Task Title	Task Date	Task Type	Weighting	Cross – Marked ?
1.	Short Answer Comprehension 2 questions	Term 1, Week 3, Mon 12th & Tues 13th Feb	Responding	10%	N
2.	Essay Response (in-class)	Term 1, Week 9 Mon 25th & Tuesday 26th March	Responding	10%	N
3.	Composition (in-class)	Term 2, Week 4 Commencing Mon 6th May	Creating	10%	Y
Term 2, Week 5 ASSESSMENT FREE					
4.	Semester 1 Examination	Term 2, Weeks 6 & 7	Examination	15%	Y
5.	Tutorials	Term 2, Week 10 Commencing 17th June	Creating	10%	N
6.	Essay Response (in-class)	Term 3, Week 6 Thurs 22nd & Fri 23rd August	Responding	10%	N
7.	Composition (in-class)	Term 3 Week 9	Creating	10%	N



		Thurs 12th & Fri 13th September			
8.	Comprehension (in-class)	Term 4, Week 3 Mon 21st & Tues 22nd October	Responding	10%	Y
9.	Semester 2 Examination	Term 4, Weeks 5-6	Examination	15%	Y