



YEAR 11 ATAR ENGLISH COURSE OUTLINE 2023

Timing	Teaching Content	Syllabus Content	Assessment
Term 4 2022			
UNIT 1: 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. Key Course concepts: relationships between language, text and purpose. Context and audience. Similarities and differences between texts. Stylistic features.			
Term 4 Weeks 8 -10	INTRODUCTION TO COURSE Focus areas: <ul style="list-style-type: none"> text types and common conventions in ATAR English Comprehending strategies: i.e. annotation processes, interpreting textual features, synthesising ideas Writing strategies: i.e. targeting purpose and audience for interpretive and persuasive texts Note-taking skills: <ul style="list-style-type: none"> 'Summary of Common Conventions' 'The Three Steps of Effective Textual Analysis Chart' 'Persuasive and Interpretive Texts: Planning Framework' 	Reflect on their own and others' texts by: <ul style="list-style-type: none"> 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. 	Task 0: Informal Assessment <ul style="list-style-type: none"> 2022: Able and Ready Package Teacher to monitor progress and support completion
Term 1 2023			
Term 1	APPROACHING ANALYSIS Focus areas:	Reflect on their own and others' texts by:	Task 1: Comprehending CAP (7.5%)

<p>Weeks: 1-3</p>	<ul style="list-style-type: none"> Approaching close analysis of short written and visual texts Interpreting textual evidence and its significance to the purpose and context of studied texts Conducting in-depth study of a major visual text (i.e. feature film, documentary or television series) <ul style="list-style-type: none"> Examining context of production and reception Metalinguage associated with written, visual and auditory language choices and their purposes Evaluating the success of modes and mediums in positioning audiences of the selected text Constructing effective Short Answer Responses Approaches to essay planning and writing <p>Note-taking skills:</p> <ul style="list-style-type: none"> Recording evidence In-text citations Strategies for effective editing under time pressure <p>Study skills:</p> <ul style="list-style-type: none"> 'A Template for an English Essay' <p>'Peer Review: Senior Essay Writing'</p>	<ul style="list-style-type: none"> analysing textual evidence to assess the purpose and context of texts <p>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</p> <ul style="list-style-type: none"> 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 <p>Create a range of texts:</p> <ul style="list-style-type: none"> using evidence-based argument where appropriate using strategies for planning, drafting, editing and proof-reading using accurate spelling, punctuation, syntax and metalinguage <p>Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Timed Short Answer Responses to two unseen texts: written and visual Thursday, Week 3 CAP
<p>Term 1 Weeks: 3-7</p>	<p>APPROACHING ANALYSIS</p> <p>Focus areas:</p> <ul style="list-style-type: none"> Approaching close analysis of short written and visual texts 	<p>Investigate the relationships between language, context and meaning by:</p> <ul style="list-style-type: none"> explaining how texts are created in and for different contexts 	<p>Task 2: Responding (In-Class 10%)</p> <ul style="list-style-type: none"> In-class Assessment Week 7: Tuesday

	<ul style="list-style-type: none"> Interpreting textual evidence and its significance to the purpose and context of studied texts Conducting in-depth study of a major visual text (i.e. feature film, documentary or television series) <ul style="list-style-type: none"> Examining context of production and reception Metalinguage associated with written, visual and auditory language choices and their purposes Evaluating the success of modes and mediums in positioning audiences of the selected text Constructing effective Short Answer Responses Approaches to essay planning and writing <p>Note-taking skills:</p> <ul style="list-style-type: none"> Recording evidence In-text citations Strategies for effective editing under time pressure <p>Study skills:</p> <ul style="list-style-type: none"> 'A Template for an English Essay' 'Peer Review: Senior Essay Writing' 	<ul style="list-style-type: none"> 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. <p>Create a range of texts:</p> <ul style="list-style-type: none"> 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. using appropriate quotation and referencing protocols 	
Term 2			
Term 1 Week 7- Term 2, Week 2	<p>THE CRAFTS OF WRITING AND SPEAKING</p> <p>Focus areas:</p> <ul style="list-style-type: none"> Crafting language features to suit intended purpose and audience Structuring texts to achieve fluency and cohesion 	<p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> investigating the impact and uses of imaginative, interpretive and persuasive texts <p>Create a range of texts:</p> <ul style="list-style-type: none"> using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts drawing on a range of technologies 	<p>Task 3: Composing CAP (15%)</p> <ul style="list-style-type: none"> Term 2, Week 2 Thursday CAP

	<ul style="list-style-type: none"> Developing personal style through conscious manipulation of structural, descriptive and figurative language devices Study skills: <ul style="list-style-type: none"> Curating an effective vocabulary list Note-taking skills: <ul style="list-style-type: none"> Approaches to accessing and generating ideas, planning, drafting and editing Narrative structural frameworks 'Persuasive and Interpretive Texts: Planning Framework' 	<ul style="list-style-type: none"> combining visual, spoken and written elements where appropriate using strategies for planning, drafting, editing and proofreading using accurate spelling, punctuation, syntax and metalanguage 	
Term 2 Week 5	ASSESSMENT-FREE REVISION WEEK Study skills: <ul style="list-style-type: none"> Revisiting studied texts Note-taking and annotating Drafting and practice responses Note-taking skills: <ul style="list-style-type: none"> Textual comparison chart Revision frameworks 		
Term 2 Week 6	SEMESTER 1 EXAMS		Task 4: Semester 1 Exam (17.5%) <ul style="list-style-type: none"> Week 6 (TBA)
UNIT 2: 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. Key course concepts: representations of ideas, attitudes and voices, language and structural choices, perspectives, contexts, audience positioning, attitudes and values.			
Term 3			
Week	Focus areas:	Response to EL Conference	Task 5: Composing (7.5%)

TBA	<ul style="list-style-type: none"> • Crafting language features to suit intended purpose and audience • Structuring texts to achieve fluency and cohesion • Developing personal style through conscious manipulation of structural, descriptive and figurative language devices 	<ul style="list-style-type: none"> • using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences • developing and sustaining voice, tone and style • selecting and applying appropriate textual evidence to support arguments <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> • analysing the values and attitudes expressed in texts • evaluating the effectiveness of texts in representing ideas, attitudes and voices 	<ul style="list-style-type: none"> • In-Class response (TBA)
Term 2, Week 9- Term 3 Week 3	<p>INVESTIGATING ISSUES</p> <p>Focus areas:</p> <ul style="list-style-type: none"> • Developing an understanding of different non-fiction text types • Examining the representation of issues in expository texts through their style, structure, and use of modes • Defining and applying the terms 'perspective' and 'voice' • Investigating and comparing the effectiveness of studied texts' representations of: values, attitudes, ideas and perspectives <p>21CLD skills:</p> <ul style="list-style-type: none"> • Strategies to facilitate collaboration <ul style="list-style-type: none"> ○ Collective goal-setting, planning and decision-making ○ Task delegation ○ Navigating differences ○ Self-regulation 	<p>Compare texts in a variety of contexts, media and modes by:</p> <ul style="list-style-type: none"> • explaining the relationship between purpose and context • analysing the style and structure of texts • evaluating the construction of hybrid texts. <p>Analyse and evaluate how and why responses to texts vary through:</p> <ul style="list-style-type: none"> • 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. <p>Investigate the representation of ideas, attitudes and voices in texts, including:</p> <ul style="list-style-type: none"> • analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations • evaluating the effects of rhetorical devices 	<p>Task 6: Responding CAP (10%) CAP Friday Week 3</p>

	<ul style="list-style-type: none"> Interfacing with a range of software platforms to suit multimodal production (i.e. Sway, Weebly, Wix and GoDaddy) 	<ul style="list-style-type: none"> analysing the effects of using multimodal and digital features analysing how attitude and mood are shaped. <p>Create a range of texts:</p> <ul style="list-style-type: none"> 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 	
<p>Term 3: Week 3 - Week 6</p>	<p>THE CRAFTS OF WRITING AND SPEAKING</p> <p>Focus areas:</p> <ul style="list-style-type: none"> Crafting language features to suit intended purpose and audience Structuring texts to achieve fluency and cohesion Developing personal style through conscious manipulation of structural, descriptive and figurative language devices Presentational strategies: i.e. vocal expression and non-verbal language <p>Study skills:</p> <ul style="list-style-type: none"> 'How to Study for English' presentation Curating an effective vocabulary list <p>Note-taking skills:</p> <ul style="list-style-type: none"> Approaches to: accessing and generating ideas, planning, drafting and editing Narrative structural frameworks 'Persuasive and Interpretive Texts: Planning Framework' 	<p>Create a range of texts:</p> <ul style="list-style-type: none"> 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 <p>Analyse and evaluate how responses to texts, including students' own responses, are influenced by:</p> <ul style="list-style-type: none"> the impact of language and structural choices on shaping own and others' interpretations the ways ideas, attitudes and voices are represented 	<p>Task 7: Creating and Speaking In – Class (12.5%)</p> <ul style="list-style-type: none"> Persuasive or interpretive speech to the class Week 6 Transcript due Monday 9am Includes student reflection

Term 3, Weeks 6 - 9	<p>COMPREHENDING FOCUS</p> <p>Focus areas:</p> <ul style="list-style-type: none"> • Reviewing processes to undertake while annotating and interpreting unseen texts • Reviewing strategies for planning, structuring and evidencing Short Answer Responses <p>Note-taking skills:</p> <ul style="list-style-type: none"> • Prior-year practice assessments • 'Summary of Common Conventions' • 'The Three Steps of Effective Textual Analysis Chart' 	<p>Compare texts in a variety of contexts, media and modes by:</p> <ul style="list-style-type: none"> • explaining the relationship between purpose and context • analysing the style of texts • evaluating the construction of hybrid texts <p>Investigate the representation of ideas, attitudes and voices in texts, including:</p> <ul style="list-style-type: none"> • analysing the ways language features, text structures and stylistic devices shape perspectives and interpretations • evaluating the effect of rhetorical devices • analysing how attitude and mood are shaped <p>Reflect on their own and others' texts by:</p> <ul style="list-style-type: none"> • analysing the values and attitudes expressed in texts • critically examining how and why texts position readers and viewers • evaluating the effectiveness of texts in representing ideas, attitudes and voices 	<p>Task 8: Comprehending CAP (7.5%)</p> <ul style="list-style-type: none"> • Short Answer Responses to two unseen texts: written and visual • Week 8 CAP Friday
<p>Term 4</p>			
Term 4 Week 2	<p>ASSESSMENT-FREE WEEK</p> <p>Study skills:</p> <ul style="list-style-type: none"> • Revisiting studied texts • Note-taking and annotating • Drafting and practice responses <p>Note-taking skills:</p> <ul style="list-style-type: none"> • Textual comparison chart • Revision frameworks 		
Term 4 Weeks 3-4	<p>SEMESTER 2 EXAMS</p>		<p>Task 9: Semester 2 Exam (12.5%)</p>

			<ul style="list-style-type: none"> Week 3
Term 4 Weeks 5-8	2023 Term 4 Program Focus areas: <ul style="list-style-type: none"> Semester 2 Exam reflection and goal setting Teacher-student conferencing Introduction to Year 12 Reader 		Task 1: Composing Year 12 Assessment 2024 <ul style="list-style-type: none"> Take-home creative writing piece Due 9am Monday: Week 8 to Classroom teacher