



Newton Moore Senior High School

Year 11

ATAR English

2016



Course Description

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.

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.

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, persuasive and analytical 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.

Course Outline

Week	Content
1-14	<p>Responding Journal</p> <ul style="list-style-type: none"> Investigate the relationships between language, context and meaning by explaining how texts are created in and for different contexts and analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage. 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 and explaining the ways text structures, language features and stylistic choices are used.
1-14	<p>Creating Journal</p> <ul style="list-style-type: none"> 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 and using accurate spelling, punctuation, syntax and metalanguage.
1-6	<ul style="list-style-type: none"> Examine the language, structure and features of imaginative, interpretive and persuasive texts, including 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 and evaluating the choice of mode and medium in shaping the response of audiences, including digital texts. Analyse and evaluate how and why responses to texts are influenced by the use of techniques associated with imaginative, interpretive and persuasive texts; investigating the impact and uses of imaginative, interpretive and persuasive texts.
7-10	<ul style="list-style-type: none"> 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 and using accurate spelling, punctuation, syntax and metalanguage.
11-13	<ul style="list-style-type: none"> Analyse and evaluate how responses to texts 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.
14-15	<ul style="list-style-type: none"> Create a range of texts using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts; using evidence-based argument; using appropriate quotation and referencing protocols; using strategies for planning, drafting, editing and proofreading.
16	<ul style="list-style-type: none"> Exam: all unit content.
17-35	<p>Responding Journal</p> <ul style="list-style-type: none"> Investigate the relationships between language, context and meaning by explaining how texts are created in and for different contexts and analysing how language choices are made for different purposes and in different contexts. Examine the language, structure and features of one imaginative, interpretive or persuasive text, including explaining the ways language features, text structures and

	conventions communicate ideas and perspectives and explaining the ways text structures, language features and stylistic choices are used.
17-35	<p>Creating Journal</p> <ul style="list-style-type: none"> • 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.
17-20	<ul style="list-style-type: none"> • Compare texts in a variety of contexts, media and modes by explaining the relationship between purpose and context and analysing the style and structure of 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; analysing the effects of using multimodal and digital conventions and analysing how attitude and mood are shaped.
21-25	<ul style="list-style-type: none"> • 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 and analysing the effects of using multimodal and digital conventions.
26-30	<ul style="list-style-type: none"> • 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 and selecting and applying appropriate textual evidence to support arguments.
31-34	<ul style="list-style-type: none"> • Create a range of texts using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences; developing and sustaining voice, tone and style; using accurate spelling, punctuation, syntax and metalanguage.
35	<ul style="list-style-type: none"> • Revision and Exam preparation: all unit content.
36	<ul style="list-style-type: none"> • Examination: all unit content.

This course outline may be subject to change, any changes will be communicated to students.

Assessment Outline

Assessment Type	Weightings (syllabus)	% Weight	When	Task Description and Content	Max Score
Responding	40% (35%-40%)	5	1-14	1 Responding Journal – Semester One	100
		7.5	5	3 In class essay comparing three unseen texts.	100
		7.5	13	5 In class essay analysis of a studied extended text	100
		5	17-34	8 Responding Journal – Semester Two	100
		7.5	20	10 In class short answer response. Texts compared.	100
		7.5	25	11 In class essay on extended text.	100
Creating	40% (35%-40%)	5	1-14	2 Creating Journal – Semester One	100
		7.5	10	4 Persuasive writing	100
		7.5	14	6 Oral presentation	100
		5	17-34	9 Creating Journal – Semester Two	100
		7.5	30	12 Oral presentation	100
		7.5	34	13 In class narrative writing. Response to image.	100
Examination	20% (20%-30%)	10	16	7 (School Examination) Three hour examination	100
		10	36	14 (School Examination) Three hour examination	100
Total		100			

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