



Newton Moore Senior High School

Year 11

General English

2016



Course Description

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

Unit 1 - focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

Unit 2 - focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create text using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

Course Outline

Week	Content
1-16	<p>Comprehension</p> <ul style="list-style-type: none"> • Use strategies and skills for comprehending texts, including predicting meaning by interpreting text structures, language features and aural and visual cues; relating texts to personal life and other texts and posing and answering questions that clarify meaning and promote deeper understanding of the text. • Consider the ways in which texts communicate ideas, attitudes and values, including how social, community and workplace texts are constructed for particular purposes, audiences and contexts; the ways text structures and written and visual language features are used to communicate information and influence audiences; how conventions of written and visual language shape audience response and the use of narrative techniques, for example, characterisation and narrative point of view.
1-16	<p>Writing Skills Journal</p> <ul style="list-style-type: none"> • Create a range of texts by developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar; consolidating literacy skills for the workforce or further training; using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts; using text structures and language features to communicate ideas and information in a range of media and digital technologies and using strategies for planning, recording sources of information and proofreading.
1-4	<ul style="list-style-type: none"> • Use strategies and skills for comprehending texts. • Consider the ways in which texts communicate ideas, attitudes and values, including how social, community and workplace texts are constructed for particular purposes, audiences and contexts. • Use information for specific purposes and contexts by locating and extracting information and ideas from texts.
4-8	<ul style="list-style-type: none"> • Use information for specific purposes and contexts by locating and extracting information and ideas from texts, for example, skimming and scanning; understanding how texts are structured to organise and communicate information and using strategies and tools for collecting and processing information, for example, informational organisers. • Consider the ways in which texts communicate ideas, attitudes and values.
9-12	<ul style="list-style-type: none"> • Create a text by developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar; using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts; using text structures and language features to communicate ideas and information in a range of media and digital technologies and using strategies for planning, recording sources of information and proofreading.
13-16	<ul style="list-style-type: none"> • Consider the ways in which texts communicate ideas, attitudes and values and how conventions of written and visual language shape audience response and the use of narrative techniques.
17-36	<p>Comprehension</p> <ul style="list-style-type: none"> • Use strategies and skills for comprehending texts. • Consider the ways in which context, purpose and audience influence meaning. • Using information for specific purposes and context.
17-36	<p>Writing Skills Journal</p> <ul style="list-style-type: none"> • Create a range of texts using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar; using persuasive, visual and literary techniques to engage

	audiences in a range of modes and media; selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts and planning, organising, drafting and presenting information or arguments for particular purposes and audiences.
17-19	<ul style="list-style-type: none"> • Using information for specific purposes and contexts by locating and selecting information from a range of sources; identifying the relevance and usefulness of each source depending on the context in which used and using a range of strategies for finding information. • Communicating and interacting with others by speaking coherently and with confidence for different audiences and purposes; being receptive to others' ways of thinking and learning;
21-25	<ul style="list-style-type: none"> • Summarising ideas and information presented in texts and identifying similarities and differences between own response to texts and responses of others. • Consider the effects of media, types of texts and text structures on audiences and the use of language features, such as tone, register and style to influence responses. • Planning, organising, drafting and presenting information or arguments for particular purposes and audiences. • Consider the ways in which main ideas, values and supporting details are presented in social, community and workplace texts
26-32	<ul style="list-style-type: none"> • Consider the ways in which context, purpose and audience influence meaning • Identifying similarities and differences between own response to texts and responses of others. • Making inferences from content, text structures and language features • Consider the use of language features, such as tone, register and style to influence responses.
33-34	<ul style="list-style-type: none"> • Selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts • Planning, organising, drafting and presenting information or arguments for particular purposes and audiences.

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	50% (40-60%)	10	1-16	1 Comprehension. Weekly short responses to text.	100
		5	3	3 In class responses to previously unseen texts.	100
		5	8	4A Research Journal	100
		5	16	6 In class short answer responses	100
		10	17-36	7 Comprehension. Weekly short responses to texts.	100
		5	25	10 In class essay/response	100
		10	33	11 Oral presentation	100
Creating	50% (40-60%)	10	1-16	2 Writing Skills Journal.	100
		5	7	4B Oral Presentation	100
		5	8	4C Multimodal text construction	100
		5	12	5 In class narrative writing	100
		10	17-36	8 Writing Skills Journal	100
		5	19	9 Oral presentation	100
		10	36	12 Creative-persuasive text.	100
Total		100			

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