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 3 – Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4- Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

Course Outline

Week	Content
1-14	**Responding Journal** • 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. • Analyse 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 and how expectations of genres have developed and the effect when these 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.
1-14	**Writing Journal** Create a range of texts making innovative and imaginative use of language features ; using and experimenting with text structures and language features related to specific genres for particular

	effects; using strategies for planning, drafting, editing and proofreading; using accurate spelling, punctuation, syntax and metalanguage.
1-3	• Create a range of texts making innovative and imaginative use of language features ; using and experimenting with text structures and language features related to specific genres for particular effects; using strategies for planning, drafting, editing and proofreading; using accurate spelling, punctuation, syntax and metalanguage • Reflect on their own and others' texts by analysing and evaluating how different texts represent similar ideas in different ways and comparing and evaluating the impact of language conventions used in a variety of texts and genres.
4-6	• Compare texts from similar or different genres and contexts by analysing language, structural and stylistic choices and 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 and considering how the conventions of genres can be challenged, manipulated or subverted.
7-9	• 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 and using accurate spelling, punctuation, syntax and metalanguage.
10-12	• Create a range of texts transforming and adapting texts for different purposes, contexts and audiences; sustaining analysis and argument and using appropriate quotation and referencing protocols. • Reflect on their own and others' texts by explaining how meaning changes when texts are transformed into a different genre or medium.
12-14	• 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 and comparing and evaluating the impact of language conventions used in a variety of texts and genres.
15-16	Revision and Examination: all unit content.
17-30	**Responding Journal** • 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 and 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 and the selection of language features that generate empathy or controversy. • 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 and 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 and comparing the contexts in which texts are created and received.
17-30	**Writing Journal** • 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 and using accurate spelling, punctuation, syntax and metalanguage.
17-20	• 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 and 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 and the selection of language features that generate empathy or controversy.
21-24	• 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 and 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 and comparing the contexts in which texts are created and received.
25-27	• 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 and using accurate spelling, punctuation, syntax and metalanguage. • Reflect on their own and others' texts by identifying omissions, inclusions, emphases and marginalisations.
28-30	• Create a range of texts using appropriate language and stylistic features to sustain a personal voice and perspective and using nuanced language. • Reflect on their own and others' texts by analysing and evaluating how different attitudes and perspectives underpin texts and questioning the assumptions and values in texts.

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	35% (35%)	5	1-14	**1** Responding Journal – Semester One	100
		5	6	**4** Short answer response to three texts	100
		5	9	**5** In class analysis of audience response	100
		5	17-30	**9** Responding Journal - Semester Two	100
		5	18	**11** Short answer response to three texts	100
		5	20	**12** In class essay. Values and attitudes	100
		5	24	**13** Oral presentation	100
Creating	35% (35%)	5	1-14	**2** Writing Journal - Semester One	100
		5	4	**3** Narrative writing	100
		5	13	**6** Transforming to different genre.	100
		5	14	**7** Oral presentation	100
		5	17-30	**10** Writing Journal - Semester Two	100
		5	27	**14** Persuasive article composition	100
		5	30	**15** Creative response to text studied.	100
Examination	30% (30%)	15	15-16	**8 (School Examination)** Three hour examination	100
		15	31	**16 (School Examination** Three hour examination.	100
Total		**100**			

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