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 3 – focuses on exploring different perspectives presented in a range of texts and contexts. Students:

- explore attitudes, text structures and language features to understand a text's meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning
- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4- focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Course Outline

Week	Content
1-14	**Reflective Journal/Comprehension skills** • Use strategies and skills for comprehending texts, including applying different reading strategies (such as reviewing, skimming, and scanning) according to the nature of the task, gaining a broad overview, reading for specific details, identifying what the reader already knows about the topic; distinguishing different perspectives about the main ideas in texts; identifying facts, opinions, supporting evidence and bias; understanding the way attitudes and values are presented; explaining shifts in tone and perspectives and identifying the effect of language choices on an audience. • Consider how different perspectives and values are presented in texts, including the relationships between context, purpose, and audience in literary, everyday and workplace texts. • Use information for specific purposes and contexts by gathering different viewpoints.
1-14	**Writing Skills Journal** • Create a range of texts byusing appropriate vocabulary, spelling and sentence structures; using personal voice and adopting different points of view and/or perspectives to influence audiences in a range of media and selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes.
1-6	• Use strategies and skills for comprehending texts, including applying different reading strategies. • Use information for specific purposes and contexts by gathering different viewpoints and categorising and integrating ideas and evidence about specific issues.
7-12	• Use strategies and skills for comprehending texts, including distinguishing different perspectives about the main ideas in texts; identifying facts, opinions, supporting evidence and bias; understanding the way attitudes and values are presented and explaining shifts in tone and perspectives and identifying the effect of language choices on an audience. • Consider how different perspectives and values are presented in texts, including the relationships between context, purpose, and audience. • Use information for specific purposes and contexts by gathering different viewpoints; categorising and integrating ideas and evidence about specific issues and employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. • Communicating and interacting with others speaking clearly and coherently about ideas, opinions and personal experiences; planning and carrying out projects in small groups, sharing tasks and responsibilities; listening actively; being prepared to assert personal views and applying critical thinking and problem solving cooperatively.
13-15	• Consider how different perspectives and values are presented in texts, including relationships between context, purpose, and audience. • Use information for specific purposes and contexts by categorising and integrating ideas and evidence about specific issues and employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. • Create texts by using appropriate vocabulary, spelling and sentence structures; using personal voice and adopting different points of view and/or perspectives to influence audiences; selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes and using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing.

16-30	**Reflective Journal/Comprehension skills** • Use strategies and skills for comprehending texts, including analysing issues and ideas in texts and explaining perspectives and implications; evaluating the evidence upon which different views are based; explaining how texts use language to appeal to the beliefs, attitudes and values of an audience and discuss the way ideas and information are presented in texts. • Consider how attitudes and assumptions are presented in texts, including how some perspectives are privileged while others are marginalised or silenced.
16-30	**Writing Skills Journal** • Create a range of texts using appropriate vocabulary, spelling and sentence structures; expressing a logical point of view about an idea, issue or event in a range of media and digital technologies; integrating text structures, language features and visual techniques to engage and persuade audiences; using editing processes and appropriate referencing; using and adapting text structures and language features to communicate ideas in a range of media.
16-20	• Consider how attitudes and assumptions are presented in texts, including how some perspectives are privileged while others are marginalised or silenced. • Use strategies and skills for comprehending texts, including analysing issues and ideas in texts and explaining perspectives and implications; evaluating the evidence upon which different views are based; explaining how texts use language to appeal to the beliefs, attitudes and values of an audience and discuss the way ideas and information are presented in texts. • Use information for specific purposes and contexts by investigating and synthesising ideas and collating appropriate information from a range of source material.
21-24	• Use strategies and skills for comprehending texts, including analysing issues and ideas in texts and explaining perspectives and implications; explaining how texts use language to appeal to the beliefs, attitudes and values of an audience and discussing the way ideas and information are presented in texts. • Create texts using appropriate vocabulary, spelling and sentence structures • Consider how attitudes and assumptions are presented in texts
25-27	• Consider how attitudes and assumptions are presented in texts. • Use strategies and skills for comprehending texts, including analysing issues and ideas in texts and explaining perspectives and implications • Communicating and interacting with others creating oral texts that communicate ideas and perspectives.
28-30	• Consider how attitudes and assumptions are presented in texts, including the use of media, types of texts, text structures and language features • Use information for specific purposes and contexts by investigating and synthesising ideas and collating appropriate information from a range of source material employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. • Create texts integrating text structures, language features and visual techniques to engage and persuade audiences; using editing processes and appropriate referencing; using and adapting text structures and language features to communicate ideas in a range of media. • Communicating and interacting with others recognising when to work with others and when to work independently and using the language of negotiation, problem solving and conflict resolution.

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% (40%)	10	Weeks 1-16	**1** Reflective Journal/Comprehension skills	100
		5	Week 6	**3** Report on multimodal texts	100
		5	Week 9	**4A** Research on a social or workplace issue	100
		10	Weeks 17-30	**7** Reflective Journal/Comprehension skills	100
		5	Week 20	**9** Essay on privilege and marginalisation	100
		5	Week 27	**11** Oral presentation - text response	100
Creating	45% (45%)	10	Weeks 1-16	**2** Writing Skills Journal	100
		5	Week 12	**4B** Oral presentation	100
		5	Week 15	**6** Feature article creation	100
		10	Weeks 17-30	**8** Writing Skills Journal	100
		7.5	Week 24	**10** Creative writing based on study of dystopian world	100
		7.5	Week 30	**12** Magazine creation	100
Externally set task	15% (15%)	15	Weeks 14-16	**5** Externally set task	100
Total		**100**			

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