



Celebrating Individuality

Course Description:

Rationale:

The study of English is central to the learning and development of all young Australians. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The F-10 Australian Curriculum: English is organised in three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The strands are:

Language: involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works.

Literature: students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts.

Literacy: students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts.

Course Outcomes:

By the end of this unit you should be able to:

- Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve.
- Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.
- Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
- Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text.
- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.
- Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts.
- Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.
- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
- Evaluate the impact on audiences of different choices in the representation of still and moving images.

- Review, edit and refine students’ own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects.

Students’ activities will include:

- Participating in pair and group tasks and presenting ideas and conclusions to the class.
- Class discussion of dominant and alternative interpretations of texts studied.
- Reading and exploration of a variety of fiction and non-fiction print and non-print texts.
- Writing responses to both print and non-print texts.
- Writing in narrative and expository modes.
- Writing reflections on learning of new concepts.
- Informal spelling and grammar exercises and tests.
- Opportunities to incorporate digital media in presentations.

Subject Specific Vocabulary:

Stereotype; imagery; tone; mood; theme; persona; simile; metaphor; symbolism; satire; narrative; character; setting; conflict; climax; resolution; character construction; reader/viewer positioning; dominant and resistant reading; representation; gender; narrative point of view; codes: symbolic, technical, audio and written; conventions; author’s purpose; theme; audience; narrative genre; attitudes and values.

Term Four Texts: Novel: The Curious Incident of the Dog in the Night-Time by Mark Haddon; YouTube video “Redo Body Image- Men and Women”; selected print images from popular culture: graphic novels (superheroes), Disney film (princesses); photographs (Lang Hancock); narrative and film genre extracts (romance, western, fairy tale); poem: ‘The Stereotype’ by Germaine Greer; Situation Comedy ‘Big Bang Theory’.

- Assessment Outline -

Term Four Course Assessments:

Week due	Assessment	*Competency based	Area Assessed	Grade
4	Character and theme in the novel (in-class essay)		Reading and Writing	
5	Exam		Reading, Viewing and Writing	

6	Poetry analysis		Reading and Writing	
7	Creative writing in the style of a chosen genre, demonstrating how the genre represents particular groups.		Writing	
8	Present an analysis of how groups or individuals are represented in a Situation Comedy.		Viewing and Speaking	

*specific marks to be advised

NB All written assessments must include a fully edited draft and a good copy.