



Year 12 – General English

This course is developed using the WA Curriculum as a guide. The order of the content and the time in which they are covered are only a guide. Circumstances may result in changes during the year. Kambalda West District High School reserves the right to alter the order the objectives are taught and time over which they are taught.

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 course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

Vocabulary & Grammar

Below is a list of words and phrases that students should know: the meaning of; and be able to spell; by the end of year:

<ul style="list-style-type: none"> • Aesthetic • Analyse • Appreciation • Attitudes • Audience • Author • Comprehension strategies • Context • Convention • Digital technologies • Digital texts 	<ul style="list-style-type: none"> • Evaluate • Everyday texts • Form; forms of texts • Grammar • Genre • Ideas • Interpretation • Intonation • Issues • Language features • Language patterns • Literary texts 	<ul style="list-style-type: none"> • Media texts • Medium • Metalanguage • Mode • Mood • Multimodal text • Narrative • Narrative point of view • Perspective • Prose • Reading • Readings 	<ul style="list-style-type: none"> • Register • Representation • Rhetorical devices • Scanning • Skimming • Standard Australian English (SAE) • Style • Synthesise • Text structure • Theme • Tone
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There is an expectation that students will make every effort to correctly use capitals, full stops, commas, semi colons, apostrophes, question marks and exclamation marks.

The vocabulary is consistent across Year 11 and 12, according to the Year 11 and 12 syllabus.

Topics

The Year 12 syllabus is divided into two units (Unit 3 and 4) which are delivered as a pair. The course aims to develop students' ability to:

- Understand and appreciate different uses of language
- Use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts and enhance their broader communication skills
- Understand the ways in which text structure, stylistic features and register combine to make meaning and influence responses
- Be proficient and comprehending and creating a range of written, oral and digital forms

These areas of knowledge, understanding and skills are assessed in the two units:

Unit 3

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

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 2022
GENERAL ENGLISH YEAR 12

Semester 1 – UNIT 3

Week	Topics/Syllabus	Assessment	Resources
Term 1			
Term 1 wk1-6	<p><u>Task 1: Shark Attack (10%)</u> Students will investigate the issue of shark attacks in Australia and how they are perceived overseas</p> <ul style="list-style-type: none"> Identify facts, opinions, supporting evidence and bias/view Mick Fanning Shark documentary if time. Categorise and integrate ideas and evidence about specific issues Investigate and synthesise ideas and collate appropriate information from a range of source material Express a logical viewpoint about an idea, issue or event 	<p>Task 1: 10% <i>Responding:</i> Produce a text that explores the issue of shark attacks in Australia. Incorporate information from the studied texts, as well as independent research - and your own views. Write for a water sports magazine with an overseas readership. Set week 2 Due week 6</p>	<p>Year 12 General Text Book Chapter 5 Mick Fanning documentary Various media articles</p>
7-10	<p><u>Task 2: Career Report (7.5%)</u> Students will select a career of their choice and conduct research in preparation for constructing a written report that details the various aspects of this career such as qualifications and skills required, promotional opportunities, positives and negatives and special attributes required</p> <ul style="list-style-type: none"> Select text structures and language features to communicate ideas and information for different contexts and purposes Categorise and integrate ideas and evidence <p>Use appropriate vocabulary, spelling and sentence structure</p>	<p>Task 2: 7.5% <i>Responding:</i> Produce a report that explores the various aspects of a career of your choice Set week 7 Due week 1</p>	<p>Year 12 General English Text book Chapter 1 and 13 Various websites such as outlook.com that contain career information</p>
Term 2			
1-4	<p><u>Task 3: Suite of Business Documents (15%)</u> Students will explore the role of business documents in running a business.</p> <ul style="list-style-type: none"> Consider the relationship between context, purpose, and audience in everyday and workplace texts Consider the use of media, text structures and language features, for example choice of colour and font in a website. Select text structures, language features and visual techniques to communicate and present ideas and information for different contexts and purposes Use strategies for planning, drafting, revising and editing Select text structures, language features and visual techniques to communicate and present ideas and information for different contexts and purposes 	<p><u>Task 3: Suite of Business Documents (15%)</u> Task 3A: 5% <i>Responding:</i> Explore a business website with the aim of understanding operations of the business, key features of the website and strategies used to appeal to the intended audience. Answer a series of questions based on the chosen website. Task 3B: 7.5% <i>Creating:</i> Develop a suite of business documents (letter head, business cards, documents to explain pricing and service details) to support your real or imagined enterprise. Task 3C: 2.5% <i>Creating:</i> In pairs, write and respond to letters of complaint to respective businesses.</p>	<p>Various business websites</p>

	<ul style="list-style-type: none"> Use appropriate vocabulary, spelling and sentence structures. 	Set week 1 Due Week 4	
5-6	<p><u>Task 4: Cause Advertising (10%)</u> <u>Students will examine advertising techniques in preparation for creating their own advertisement</u></p> <ul style="list-style-type: none"> Understand the way attitudes and values are presented in texts Explain how texts use language to appeal to the beliefs, attitudes and values of an audience Integrate text structures, language features and visual techniques to engage and persuade audiences. 	<p>Task 4: 10% <i>Creating:</i> Create an advertisement for a cause or your own business or an imagined business, in a media or text type of your choice. Explain the strategy, target audience, persuasive techniques and why you think they will be effective.</p> <p>Set week 5 Due Week 6</p>	Resources: Year 12 Text Book Chapter 3
		<p>EST – Task 5 Externally Set Task Task 5: 15% Externally Set Task.</p>	

Semester 2 – UNIT 4

Week	Topics/Syllabus	Assessment	Resources
Term 2			
7-10	<p><u>Task 6: Documentary – Environmental focus. (12.5%)</u> Student will view an environmental documentary in order to identify textual elements as well as understand an environmental issue.</p> <ul style="list-style-type: none"> • Apply different viewing strategies according to the nature of the task, gaining a broad overview, viewing for specific details and identifying what the viewer already knows about the topic • Plan and carry out projects in small groups, sharing tasks and responsibilities • Use and adapt text structures and language features to communicate ideas in a range of media • Recognise when to work with others and when to work independently 	<p>Task 6A: 2.5% <i>Responding:</i> Respond to a series of short answer questions that analyse an educational documentary, identifying elements of filmmaking and explaining how and why they are used.</p> <p>Task 6B: 10% <i>Creating:</i> In groups of 3-4, produce a short educational clip informing an audience about an environmental issue.</p> <p>Set week 7 Due week 10</p>	Resources: Year 12 Text Book Chapter 9 Environment
Term 3			
1-4	<p><u>Task 7 : Novel Study – Jasper Jones (10%)</u></p> <ul style="list-style-type: none"> • Consider how perspectives and values are presented in texts through the use of media, text structures and language features • Analyse issues and ideas in texts and explain perspectives and implications • Appreciate the use of narrative techniques • Express a logical point of view about an idea, issue or event 	<p>Task 7: 10% <i>Response:</i> Select four topics from the list provided and write a paragraph on each, explaining how textual elements shape meaning in the text and influence audience response.</p> <p>Set week 1 Due Week 4</p>	Resources: Year 12 Text book Chapter 8
5-8	<p><u>Task 8: The Future – Short story study (12.5%)</u> Students will study a range of futuristic short stories and will:</p> <ul style="list-style-type: none"> • Apply different reading strategies • Consider how attitudes and assumptions about community, local or global issues are presented in texts • Consider how some perspectives are privileged while others are marginalised • Determine the relevance of source material to the context and topic • Investigate and synthesis ideas and collate appropriate information from a range of source material • Employ ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion 	<p>Task 8A: 5% <i>Responding:</i> Respond to a set of questions based on the given text.</p> <p>Task 8B: 7.5% <i>Creating:</i> Write a short story set in the future that examines potential changes that could occur in society.</p> <p>Set week 5 Due week 8</p>	Resources: Year 12 Text Book Chapter 6 and Chapter 12

<p>T3 w9- T4 w2</p>	<p><u>Task 9: Leaving! (7.5%)</u> Task 9: 7.5% Students will examine influential speeches with a view to writing their own influential speech to be delivered to their peer group.</p> <ul style="list-style-type: none"> • Use and adapt text structures and language features to communicate ideas • Use personal voice and adopt viewpoints and perspectives to influence an audience and speak clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts 	<p>Task 9: 7.5% <i>Creating:</i> View the TV Drama Barracuda and reflect on success, failure, hopes and dreams and the course life can take. Examine influential speeches and then write a speech that reflects on your proud moments, achievements, regrets, hopes, goals and ambitions for the future. Set T3 W9 Due T4 W2</p>	<p>Resources: Year 12 Text Book Chapter 15</p>
<p>END OF SEMESTER 2</p>			



ASSESSMENT OUTLINE 2022
SUBJECT YEAR 12 GENERAL ENGLISH

A number of assessments will be used throughout the year to identify the students understanding in the course and be used to determine a grade. Student achievement will be reported using grade related descriptors.

Semester 1

Assessment Type <i>SCSA Weighting</i>	Task Description	KWDHS Weighting	Set/Due Date
10%	Task 1: Creating – Construct an article exploring the issue of shark attacks in Australia	10%	<u>Set:</u> T1, Week 2 <u>Due:</u> T1, Week 6
7.5%	Task 2: Creating – Career Report	7.5%	<u>Set:</u> T1, Week 7 <u>Due:</u> T1, Week 10
5%	Task 3A: Responding – In class. Short answer responses to an unseen text addressing a website	5%	<u>Set:</u> T2, Week 1 <u>Due:</u> T2, Week 4
7.5%	Task 3B Creating – In class and at home. Create a suite of business documents to advertise a business	7.5%	<u>Set:</u> T2, Week 1 <u>Due:</u> T2, Week 4
2.5%	Task 3C: Creating – Letters of complaint	2.5%	<u>Set:</u> T2, Week 1 <u>Due:</u> T2, Week 4
10%	Task 4: Creating – Create your own advertisement	10%	<u>Set:</u> T2, Week 5 <u>Due:</u> T2, Week 6
15%	Task 5: EST – Externally set task	15%	<u>Set:</u> T2 <u>Date:</u> TBC

Semester 2

Assessment Type <i>SCSA Weighting</i>	Task Description	KWDHS Weighting	Set/Due Date
2.5%	Task 6A: Responding – Short answer questions for documentary	2.5%	<u>Set:</u> T2, Week 7 <u>Due:</u> T2, Week 10
10%	Task 6B: Creating – Your own short clip based on an environmental issue	10%	<u>Set:</u> T2, Week 7 <u>Due:</u> T2, Week 10
10%	Task 7: Creating – Response to novel questions Jasper Jones	10%	<u>Set:</u> T3, Week 1 <u>Due:</u> T3, Week 4
5%	Task 8A: Responding – Short story short answer questions	5%	<u>Set:</u> T3, Week 5 <u>Due:</u> T3, Week 8
7.5%	Task 8B: Creating – Create your own short story	7.5%	<u>Set:</u> T3, Week 5 <u>Due:</u> T3, Week 8
7.5%	Task 9: Creating – Your own influential speech	7.5%	<u>Set:</u> T3, Week 9 <u>Due:</u> T4, Week 2

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Grade	Description	The student demonstrates achievement that:
A	Excellent	has greatly exceeded the expected standard. Achievement is well beyond what is expected at this year level.
B	Good	exceeds the expected standard.
C	Satisfactory	at the expected standard.
D	Limited	is below the expected standard.
E	Very Low	is below the minimum acceptable for this year level.