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.

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 the year:

• Aesthetic	• Evaluate	• Media texts	• Register
• Analyse	• Everyday texts	• Medium	• Representation
• Appreciation	• Form; forms of	• Metalanguage	• Rhetorical devices
• Attitudes	texts	• Mode	• Scanning
• Audience	• Grammar	• Mood	• Skimming
• Author	• Genre	• Multimodal text	• Standard
• Comprehension	• Ideas	• Narrative	Australian English
strategies	• Interpretation	• Narrative point of	(SAE)
• Context	• Intonation	view	• Style
• Convention	• Issues	• Perspective	• Synthesise
• Digital technologies	• Language features	• Prose	• Text structure
• Digital texts	• Language patterns	• Reading	• Theme
	• Literary texts	• Readings	• Tone

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 when creating written texts.

Topics

The Year 11 General English course is comprised of two units which are taught concurrently. Unit 1 and Unit 2 include knowledge, understandings and skills such as:

- Using strategies and skills for comprehending texts
- Considering the ways in which texts communicate ideas, attitudes and values
- Using information for specific purposes and contexts
- Creating a range of texts
- Communicating and interacting with others

These areas of knowledge, understanding and skills are assessed in two manners: responding and creating.

Responding

- Types of assessment will involve tasks in which students comprehend, engage with, interpret, analyse, compare, contrast, reflect on, appreciate and evaluate a range of texts and text forms for a variety of purposes and audiences.
- Students can respond in a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.
- This type of assessment accounts for 40-60% of student grades.

Creating

- Students create sustained imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences.
- Students can create a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.
- This type of assessment accounts for 40-60% of student grades.

Semester 1 – UNIT 1

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1-5	**Advertising** Students will comprehend and critically appraise print advertisements, understanding visual elements and the ideas they convey for specific purposes, contexts and audiences. Syllabus Covered: • Use strategies and skills for comprehending texts, including: o predicting meaning by interpreting text structures, language features and aural and visual cues • Consider the ways in which context, purpose and audience influence meaning, including: The effects of media, types of texts and text structures on audiences • Consider the ways in which texts communicate ideas, attitudes and values, including: o The ways text structures and written and visual language features are used to communicate information and influence audiences o How written and visual language features shape audience response • Create a range of texts by: o using appropriate vocabulary, sentence structures, accurate spelling, punctuation and grammar	**Task 1** *(Responding):* 10% View an unseen print advertisement. Respond by discussing target audience, visual elements and purpose in a series of paragraphs under test conditions in class time. **In class week 4** **Task 2** *(Creating):* 10% In class and at home. Students will select an advertisement of their choice and respond to the advertisement by discussing the connotations of the written and visual language and the intended impact of this connotative language on the target audience **Due end of week 5**	A range of print advertisements found online Year 11 General English Text book Chapter 4
6-9	**Persuasive Texts** Students read persuasive texts to explore how persuasive techniques shape audience response. Students examine a range of persuasive devices such as anaphora, tri colons, invectives, direct address, repetition, hyperbole, metaphor, epistrophe, polysyndeton. Syllabus Covered: • Consider the ways in which context, purpose and audience influence meaning including: o The ways in which main ideas, values and supporting details are presented in social, community and workplace texts o The use of language features such as tone, register and style to influence responses. • Consider the ways in which texts communicate ideas, attitudes and values, including: o How social, community and workplace texts are constructed for particular purposes, audiences and contexts. • Create a range of texts by: o developing appropriate vocabulary and sentence structures and using accurate	**Task 3** *(Responding):* **10%** In class, short answer responses. Students are provided with an unseen, persuasive text and respond to three short answer questions. • Question 1: What is the main idea that is developed in the text? Explain with supporting evidence. • Question 2: How is one persuasive device used to engage the reader? Explain with supporting evidence. • Question 3: Discuss two more persuasive devices that work together to persuade the reader to accept the writer's main contention	A range of persuasive texts from various media sources Year 11 General English Text book Chapter 11

	spelling, punctuation and grammar	**In class week 9**	

Term 2			

Term 1, wk 10 – Term 2 wk 4	**Persuasive Texts**
	Having learnt about the range of persuasive devices texts utilise in order to influence target audiences, students construct their own persuasive text based on an issue that they feel strongly about such as the impact of social media, racism, body image, artificial intelligence, terrorism, the environment, privacy and more.
	Syllabus Covered:
	• Use strategies and skills for comprehending texts including:
	   o Relating texts to personal life and other texts
	   o understanding how texts are structured to organise and communicate information
	• Create a range of texts by:
	   o Developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar
	   o Using text structures and language features to communicate ideas and information in a range of media and digital technologies
	   o Using strategies for planning, recording sources of information and proofreading.
	   o Using persuasive, visual and literary techniques to engage audiences in a range of modes and media
	   o Selecting text structures to communicate ideas in written texts
	   o Planning, organising, drafting and presenting information or arguments for particular purposes and audiences
		Task 4 *(Creating):* **10%**
		In class and at home. Students will construct their own persuasive text:
		
		• consider the elements of construction in your chosen text and how your persuasive devices work to influence the audience to accept your viewpoint
		• Students will research their chosen topic in order to include facts, statistics and expert opinions in their article
		• Use appropriate drafting and editing
		
		Due Term 2, week 4
			Format for creating a persuasive text from Year 11 General English text book

5-7	**Short Story**
	Students examine the issues raised in a selection of short stories and participate in a panel discussion in which they voice their opinions about these issues as well as respond to the opinions of other group members.
	Syllabus Covered:
	• Use strategies and skills for comprehending texts, including:
	   o Identifying similarities and differences between own response to texts and responses of others
	• Communicating and interacting with others by:
	   o communicating ideas and information clearly
	   o speaking coherently and with confidence for different audiences and purposes
	   o adapting listening behaviours to different contexts.
		Task 5 *(Responding):* **10%**
		In small groups, present a panel discussion which debates the issues raised in a short story studied in class such as "A blow, A Kiss" by Tim Winton.
		
		In class week 7
			Q and I – Iview
			
			Short stories including " A blow, a kiss" by Tim Winton
			
			"My Father's Axe" by Tim Winton

END OF SEMESTER 1			

Semester 2 – UNIT 2

Week	Topics/Syllabus	Assessment	Resources
Term 2			
Term 2 wk8 – T3 wk 1	**Short Story** After reading a selection of short stories in class, students further develop their understanding of narrative techniques and construct their own short story Syllabus Covered: • Create a range of texts by: o developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar o using text structures and language features to communicate ideas and information in a range of media and digital technologies. o using persuasive, visual and literary techniques to engage audiences in a range of modes and media o planning, organising, drafting and presenting information or arguments for particular purposes and audiences.	**Task 6** *(Creating):* **10%** In class and at home. Evidence required of planning, drafting and editing. Students construct their own short story ensuring they utilise narrative techniques such as point of view, setting, mood, characterisation, descriptive and figurative language and narrative structure. **Due Term 3 Week 1**	Year 11 General English Text book chapter 2
Term 3			
2-5	**Informational Texts** Students will study the language conventions and text structures of informational texts. Syllabus Covered: • Using information for specific purposes and contexts by: o locating and selecting information from a range of sources o understanding how texts are structured to organise and communicate information o using a range of strategies for finding information. • Uses strategies and skills for comprehending texts, including: Consolidating comprehension strategies Identifying facts, opinions, supporting evidence and bias Making inferences from content, text structures and language features Summarising ideas and information presented in texts	**Task 7** *(Responding):* 10% Students will read an unseen informational text and respond to a series of short answer questions to demonstrate their understanding of the textual elements that shape meaning in the text. **In class Week 5**	Year 11 General English Text Book Chapter 14
6-9	**Informational Texts** After studying the text structures and language features applicable to informational texts, students will pick a topic and create their own informational text for a specific audience. Syllabus Covered: • Create a range of texts: o selecting text structures, including introductions and conclusions, paragraphs, topic sentences,	**Task 8** *(Creating):* **10%** In class and at home. Students will research a topic of interest to them and create an informational text for a specific audience. **Due week 9**	

	connectives, and logical sequencing of ideas and events to communicate ideas in written texts ○ planning, organising, drafting and presenting information in a logical sequence ○ Using appropriate language, content and mode for different purposes and audiences in everyday , community, social, training and workplace contexts		
Term 4			

T3 week 10 – T4 week 1	**Speeches**
	Students view a range of motivational and inspirational speeches and discuss the viewpoints and ideas presented by the speakers
	Syllabus Covered:
	• Use strategies and skills for comprehending texts, including:
	  ○ making inferences from content, text structures and language features
	  ○ identifying similarities and differences between own responses to texts and responses of others.
	• Consider the ways in which context, purpose and audience influence meaning, including:
	  ○ the use of language features, such as tone, register and style to influence responses.
	• Communicating and interacting with others by:
	  ○ speaking coherently and with confidence for different audiences and purposes.
	  ○ Being receptive to others' ways of thinking
		Task 9 *(Responding):* **10%**
		
		Students participate in a panel discussion in which they discuss perspectives and issues raised in one or more of the speeches viewed.
		
		In class week 1
			Year 11 General Text Book Chapter 10

Week 2-5	**The future of technology** Students will view the film Ex Machina and will focus on the technological advances predicted by the film in their analysis of the film. They will research a form of technology that is just advancing and write a short narrative in which this technology plays a key role Syllabus covered: • 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 • Using a range of strategies for finding information	**Task 10** **Creating** **10%** Students will research an emerging form of technology and then create a short narrative in which this technology plays a central part **Due week 5**	
END OF SEMESTER 2			

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

Semester 1

Assessment Type	Task Description	KWDHS Weighting	Due Date
Responding 10%	**Task 1:** View an unseen print advertisement. Respond by discussing target audience, visual elements and purpose in a series of paragraphs under test conditions in class time.	10%	Due: *T1, Week 4*
Creating 10%	**Task 2:** In class and at home. Students will select an advertisement of their choice and respond to the advertisement by discussing the connotations of the written and visual language and the intended impact of this connotative language on the target audience.	10%	Due: *T1, Week 5*
Responding 10%	**Task 3:** Short answer responses to an unseen text addressing the three outlined questions.	10%	Due: *T1, Week 9*
Creating 10%	**Task 4:** In class and at home. Students will construct their own persuasive text	10%	Due: *T2, Week 4*
Responding 10%	**Task 5:** In small groups, present a panel discussion which debates the issues raised in a short story studied in class such as "A blow, A Kiss" by Tim Winton.	10%	Due: *T2, Week 7*

Semester Two

Assessment Type	Task Description	KWDHS Weighting	Due Date
Creating 10%	**Task 6:** Students construct their own short story ensuring they utilise narrative techniques such as point of view, setting, mood, characterisation, descriptive and figurative language and narrative structure.	10%	Due: *T3, Week 1*
Responding 10%	**Task 7:** Students will read an unseen informational text and respond to a series of short answer questions to demonstrate their understanding of the textual elements that shape meaning in the text.	10%	Due: *T3, Week 5*
Creating **10%**	**Task 8:** In class and at home. Students will research a topic of interest to them and create an informational text for a specific audience.	**10%**	**Due:** *T3, Week 9*
Responding **10%**	**Task 9:** Students participate in a panel discussion in which they discuss perspectives and issues raised in one or more of the speeches viewed.	**10%**	Due: *T4, Week 1*
Creating **10%**	**Task 10:** Students will research an emerging form of technology and then create a short narrative in which this technology plays a central part	**10%**	**Due:** *T4, week 5*

It is expected that all assessments will be completed to the best of your ability and be submitted by the due date. 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.