



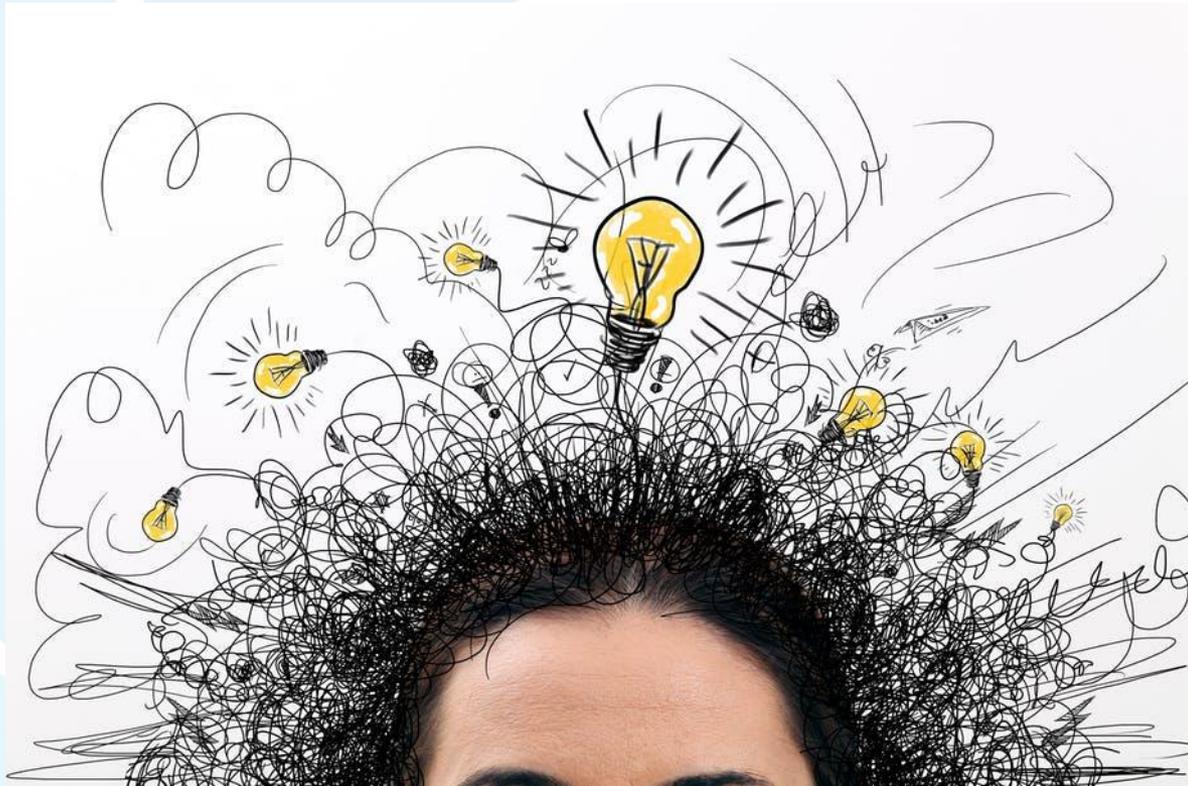
**FREMANTLE**  
COLLEGE

# English

Course Selections for Year 11

# What's in it for me?

- Essential critical-thinking skills
- Develop an independent mind
- Recognize and respect alternative points of view
- Understand and use the power of persuasion
- Understand your world and the people in it
- Pleasure



# The options...

## ATAR English

To study an ATAR pathway, you need ATAR English. You analyse texts and ideas on a deeper level.

## General English

To go into work or TAFE from school, or for those who need some extra time to develop English skills, General is the way to go. You learn how to communicate effectively.

## General English as an Additional Language/Dialect (EAL/D)

This course is for any student whose first language is a language/dialect other than Standard Australian English. It gives you the opportunity to reinforce your communication, expression and grammar skills to help you prepare for further education, training or the workforce.

NOTE: EAL/D can be selected in partnership with ATAR English.



# What do SCSA say about ATAR English?

The **English ATAR** course focuses on developing students' **analytical, creative, and critical thinking and communication skills** in all language modes, encouraging students to **critically engage with texts** from their contemporary world, the past, and from **Australian and other cultures**. Through close study and wide reading, viewing and listening, students **develop the ability to analyse and evaluate** the purpose, stylistic qualities and conventions of texts and to **enjoy creating** imaginative, interpretive, persuasive and analytical responses in a range of written, oral, multimodal and digital forms.



# YEAR 11 ATAR ENGLISH

## UNITS 1 & 2 2020 Assessment Outline

Time	Study Programme	Texts	Assessment	Weight
Term 1 Wk 1 – 4	<b>The Language of War</b> Study the use of language features to represent war, particularly those used to create imagery in war poetry.	Selected poems	<i>Responding</i> Comprehending Task 1 Due: <i>In-class</i> Term 1, Wk 4	5%
Term 1 Weeks 5 – 9	<b>War and Identity</b> Investigate the development of Australian identity and values during World War II.	<u>Kokoda</u> (M) <u>Dunkirk</u> (M)	<i>Responding</i> Responding Task 1 Due: Term 1, Wk 8  <i>Creating</i> Composition Due: <i>In-class</i> Term 1, Wk 9	7.5%  10%
Term 1 W10 to Term 2 W3	<b>Understanding Context</b> Examine the relationship between language, context and purpose in multimodal texts and how these relationships influence audience response.	<u>Maus</u>	<i>Responding</i> Responding Task 2 Due: <i>In-class</i> Term 2, Wk 3	7.5%
Semester 1 Ongoing	<b>Semester Review</b> Select a key course concept for close review and present a tutorial to the class.	Good Answers ATAR English 2020	<i>Creating</i> Multimodal presentation Due: Term 2, Wk 4	7.5%
<b>SEMESTER ONE EXAM</b>				12.5%
Term 2 Wk 7 – 10	<b>Developing Style</b> Develop a personal writing style by completing a range of writing activities in different forms.	<i>Oxford guides</i> Reading & Creating: Analysing & Presenting Arguments	<i>Creating</i> Composition Due: Term 2, Wk 10	10%
Term 3 Wk 1 – 5	<b>Australian Voices</b> Consider the representation of Australian voices and stereotypes in a feature film.	<u>Australia</u> (M)	<i>Responding</i> Responding Task 3 Due: <i>In-class</i> Term 3, Wk 5	7.5%
Term 3 Wk 6 – 10	<b>Australian Perspectives</b> Explore the construction of Australian attitudes and perspectives in a novel.	<u>Jasper Jones</u>	<i>Responding</i> Comparative Essay Due: Term 3, Wk 10	7.5%
Term 4 Week 1 – 3	<b>Comprehension &amp; Analysis</b> Review the text structures and language features of a range of written, visual and multimodal texts, developing skills in comprehension and analysis of unfamiliar texts.	Selected texts	<i>Responding</i> Comprehending Task 2 Due: <i>In-class</i> Term 4, Wk 3	5%
Semester 2 Ongoing	<b>Course Review</b> Select a key course concept for close review and present a tutorial to the class.	Good Answers ATAR English 2020	<i>Creating</i> Multimodal presentation Due: Term 4, Wk 4	7.5%
<b>SEMESTER TWO EXAM</b>				12.5%

# ATAR Study Requirements

- ❑ 30 minutes homework per night (per course)
- ❑ 2-3 hours of study per week (per course)
  - Organise study file
  - Put notes into new structures
  - Learn quotes and techniques
  - Complete activities on Connect
  - Practise timed writing
- ❑ Homework classes available

# What do SCSA say about General English?

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.

## YEAR 11 GENERAL ENGLISH

### UNITS 1 & 2 2020 Assessment Outline

Time	Study Programme	Suggested Texts	Assessment & Type	Weighting
Term 1 Wk 1 & 2	<b>Goals and Expectations</b> Understand the course, its assessment structure and requirements. Create short written explanations of personal goals and strategies for success.	TED talks and others on habits of successful people	<i>Creating</i> Paragraph Compositions Due: Term 1, Wk 2	5%
Term 1 Wk 3 – 7	<b>Novel</b> Explore the development of characters and conflict in narrative texts and consider the impact of themes on audiences.	<i>Possible novels</i> Raw The Story of Tom Brennan After the Lights Go Out One Would Think the Deep Who Killed Christopher Goodman	<i>Responding</i> Short Responses to novel excerpts Due: <i>In-class</i> Term 1, Wk 7	15%
Term 1 Wk 8 – 10	<b>Understanding purpose and audience</b> Examine the ways that magazines are created to appeal to particular target audiences.	Selection of print and online magazines	<i>Creating</i> Magazine design brief & front cover Due: Term 1, Wk 10	10%
Term 2 Weeks 1 – 4	<b>Research and Panel Discussion</b> Investigate viewpoints on a selected issue. Read a feature article assigned by the teacher and study its use of persuasive language techniques, completing a paragraph response and engaging in a panel discussion on the selected issue.	<i>Selected feature articles.</i>  <i>Selected TV programs:</i> Q and A The Project	<i>Responding</i> Paragraph response Due: <i>In-class</i> Term 2, Wk 2  <i>Creating</i> Panel discussion Due: Term 2, Wk 4	5%  10%
Term 2 Wk 8 – 10	<b>Documentary</b> Study visual conventions and the way they represent issues in a documentary. Consider versions of reality and alternate viewpoints.	<i>Possible documentary texts:</i> Bra Boys (M) Blackfish (M)	<i>Responding</i> Viewing Analysis Due: <i>In-class</i> Term 2, Wk 10	10%
Term 3 Wk 1 – 4	<b>Feature Article</b> Create a feature article expressing a particular viewpoint on a selected issue.	Assorted feature articles and websites	<i>Creating</i> Feature Article Due: Term 3, Wk 4	10%
Term 3 Weeks 5 – 10	<b>Film</b> Examine visual conventions and the way they represent characters in feature films who overcome challenging situations and develop their sense of identity.	<i>Possible films:</i> The Blindside (M) The Hurricane (M) Black Balloon (M)	<i>Responding</i> Viewing Analysis Due: <i>In-class</i> Term 3, Wk 8  <i>Creating</i> Film Review Due: Term 3, Wk 10	10%  10%
Term 4 Wk 1 – 2	<b>Short Story</b> Explore notions of identity and development of character traits through study of short story.	Various Short Stories	<i>Creating</i> Short Story Due: Term 4, Wk 2	5%
Term 4 Wk 3 – 4	<b>Informative Presentation</b> Research an idea or subject of your choice. Investigate various multi-modal presentation platforms.	TED talks Instructional texts, WACE General English Yr 11	<i>Creating</i> Multi-modal presentation Due: Term 4, Wk 4	10%

# What do SCSA say about EAL/D?

The **EAL/D General** course focuses on responding to and creating texts **using Standard Australian English** (SAE). Language skills **for effective communication** in SAE in most social, familiar and some community situations are developed. **Using knowledge and skills of languages and cultures**, students continue to acquire English in order to present themselves, **build relationships** with peers and others in the community, explore experiences with others, **reflect** on their role as **cross-cultural learners** and **investigate differences** between their first cultures, languages and dialects and other Australian cultures. Students have the opportunity to **develop an appreciation of cultural differences and values** and learn to take audience and purpose into account effectively.

## YEAR 11 GENERAL EALD

### UNITS 1 & 2 2020 Assessment Outline

Time	Study Programme	Suggested Texts	Assessment & Type	Weighting
Term 1 Wk 1 & 2	<b>Goals and Expectations</b> Understand the course, its assessment structure and requirements. Create short written explanations of personal goals and strategies for success.	TED talks and others on habits of successful people	<i>Production (Written)</i> Paragraph Compositions Due: Term 1, Wk 2	5%
Term 1 Wk 3 – 7	<b>Novel</b> Explore the development of characters and conflict in narrative texts and consider the impact of themes on audiences.	<i>Possible novels</i> Raw The Story of Tom Brennan After the Lights Go Out One Would Think the Deep Who Killed Christopher Goodman	<i>Responding</i> Short Responses to novel excerpts Due: <i>In-class</i> Term 1, Wk 7	10%
Term 1 Wk 8 – 10	<b>Understanding purpose and audience</b> Examine the ways that magazines are created to appeal to particular target audiences.	Selection of print and online magazines	<i>Production (Written)</i> Magazine design brief & front cover Due: Term 1, Wk 10	10%
Term 2 Weeks 1-4	<b>Research and Panel Discussion</b> Investigate viewpoints on a selected issue. Read a feature article assigned by the teacher and study its use of persuasive language techniques, completing a paragraph response and engaging in a panel discussion on the selected issue.	<i>Selected feature articles.</i>	<i>Investigation</i> Paragraph response Due: <i>In-class</i> Term 2, Wk 2	10%
		<i>Selected TV programs:</i> Q and A The Project	<i>Production (Oral)</i> Panel discussion Due: Term 2, Wk 4	10%
Term 2 Wk 8 – 10	<b>Documentary</b> Study visual conventions and the way they represent issues in a documentary. Consider versions of reality and alternate viewpoints.	<i>Possible documentary texts:</i> Bra Boys (M) Blackfish (M)	<i>Responding</i> Viewing Analysis Due: <i>In-class</i> Term 2, Wk 10	10%
Term 3 Wk 1 – 4	<b>Feature Article</b> Create a feature article expressing a particular viewpoint on a selected issue.	Assorted feature articles and websites	<i>Investigation</i> Feature Article Due: Term 3, Wk 4	10%
Term 3 Weeks 5 - 10	<b>Film</b> Examine visual conventions and the way they represent characters in feature films who overcome challenging situations and develop their sense of identity.	<i>Possible films:</i> The Blindside (M) The Hurricane (M) Black Balloon (M)	<i>Responding</i> Viewing Analysis Due: <i>In-class</i> Term 3, Wk 8	10%
			<i>Production (Written)</i> Film Review Due: Term 3, Wk 10	10%
Term 4 Wk 1 – 2	<b>Short Story</b> Explore notions of identity and development of character traits through study of short story.	Various Short Stories	<i>Production (Written)</i> Short Story Due: Term 4, Wk 2	5%
Term 4 Wk 3 – 4	<b>Informative Presentation</b> Research an idea or subject of your choice. Investigate various multi-modal presentation platforms.	TED talks Instructional texts, WACE General English Yr 11	<i>Production (Oral)</i> Multi-modal presentation Due: Term 4, Wk 4	10%

# QUESTIONS?

- Talk to your English teacher. Get their recommendation for YOU.
- Talk to students who are in Year 11 and 12.
- Do some research into your post-school options, what's on offer and how you can get in.
- Ask Mr Kennington/Ms Walker about university/TAFE courses and their pre-requisites.
- Talk to your English teacher!



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