

YEAR 11 GENERAL ENGLISH OVERVIEW 2022

UNIT	ASSESSMENT	DUE DATE
	UNIT 1 Formative Task 1	Tuesday 1, Wednesday 3, Friday 4
<p>PERSPECTIVES AND REPRESENTATIONS OF CONCEPTS, IDENTITIES AND GROUPS</p> <p>CONTEXT</p> <p>In this unit students have explored how writers construct perspectives and representations of concepts, identities and groups through textual choices such as language, medium, style and text structures. Students will use this knowledge to analyse representations in two different texts.</p> <p>TEXTS:</p> <p>Tan and Marsden “Rabbits” Oodgeroo Noonuccal – “We Are Going” Luca Lesson “Please Resist Me” Steven Oliver “I’m a Black Fella” Jonathan Sri “Systemic Racism” Adam Goodes “Final Quarter” Adam Goodes – Picture Book</p>	<p>Extended Written Response – LITERARY ESSAY</p> <p>Select two different texts from those you have studied in class. One of the texts must be a literary text.</p> <p>Write and shape an online essay in which you offer a perspective on the representations of a concept and analyse identity, time and place that is evident in both texts.</p> <p>You need to select and incorporate multimodal and/or digital elements appropriate to the site of publication of your online literary essay. This includes the selection of appropriate images to inform your article.</p> <p>CONDITIONS:</p> <ul style="list-style-type: none"> ▪ Written: 800-1000 words (may be accompanied by digital elements appropriate to the type of publication) ▪ Duration: 4 weeks notification and preparation ▪ Open access to resources. ▪ Genre: Media Text ▪ Purpose: to inform, represent and entertain ▪ Audience: Readers of an online publication for young adults 	<p>Issue: Tuesday, Week 5 Drafting: Week 6/7 - all lessons Final Draft: Week 8 (Wednesday)</p> <p>Final: Week 10 (Wednesday)</p> <p>TURNITIN – Drafting and final</p>

UNIT 2 FORMATIVE TASK 2		
<p>LANGUAGE, REPRESENTATION, IDENTIFY AND CULTURAL CONTEXT IN NARRATIVE TEXTS</p> <p>FILM: “V for Vendetta”</p> <p>CONTEXT: In this unit, students have examined the relationship between language, representation, identity and cultural context in narrative texts. Students will now use this knowledge to create their own representation of these concepts within a monologue.</p>	<p>Examination – Imaginative Written Text – Monologue Choose a character from the film studied in class and write a dramatic monologue from the point of view of this character.</p> <p>CONDITIONS: Written: 800–1000 words Time: 2 hours plus planning (15 minutes)</p> <ul style="list-style-type: none"> • students to be given the specific task one week prior to the assessment • no access to teacher advice, guidance or feedback once the task is distributed • clean copy of the text used as a springboard allowed • no notes allowed • to allow students to craft and refine an imaginative response, the assessment may be completed over more than one session. Teachers collect all student work at the end of each session and return it at the beginning of the next supervised session. Students are to have no more than 2 hours working time and 15 minutes planning time in total, and the supervised response must be completed within five consecutive school days. 	<p>Issue: Week 7 (Tuesday)</p> <p>Exam: Week 8 – Tuesday and Wednesday (7 & 8 June)</p>
UNIT 2 Formative Task 3		
<p>LANGUAGE, REPRESENTATION, IDENTITY AND CULTURAL CONTEXT IN A NOVEL – “Jasper Jones”</p> <p>CONTEXT: In this unit students have examined the relationship between the language, representation, identity and cultural context in “Jasper Jones”. Students will now use this knowledge to analyse issues of cultural representation and perspectives in this text.</p>	<p>Examination – Analytical Written Response – Essay</p> <p>Task – Unseen Question</p> <p>The examination is an analytical response to a novel in the form of an analytical essay for an audience with a deep understanding of the text. The purpose is to communicate an informed and critical perspective of the text in response to an unseen question.</p> <p>Conditions</p> <ul style="list-style-type: none"> • Time: 2 hours plus planning time (15 minutes) • Length: 800–1000 words. • No notes or copy of novel 	<p>Exam: Week 10 (Block)</p>

Year 12	UNIT 3 Internal Assessment 2 [Summative]	
<p>UNIT 3 – TEXTUAL CONNECTIONS</p> <p>CONTEXT: In Topic 2 of Unit 3, you explored the representation of contemporary social issues in different media texts, as well as different strategies for influencing audiences. In doing so, you analyzed different perspectives on the same issue, and developed your ability to interpret and accept or contest complex and challenging issues and the cultural assumptions, attitudes, values and beliefs underpinning them.</p> <p>TEXTS: Media texts based on current issues.</p>	<p>Extended Spoken Response – PERSUASIVE ORAL (IA2)</p> <p>You are to choose a media text created in the last year that represents a contentious issue from one of the broader topics examined in class. The text should either support or challenge your perspective on this issue. You will then construct, script and present a persuasive dialogue (live/pre-recorded) in which you have interpreted and accepted or challenged the representation of the perspective of this media text to the audience.</p> <p>CONDITIONS:</p> <ul style="list-style-type: none"> ▪ Individual task ▪ Length – Spoken – 5-8 minutes ▪ Duration – 4 weeks notification and preparation ▪ Persuasive spoken response ▪ Live/pre-recorded response ▪ Open Access to resources 	<p>Task completed in Term 4, Year 11</p> <p>Issue : Week 34 Drafting: Week 35/36 Final Draft: Week 36 Wednesday 9 November Final: Week 38 Wednesday 23 November</p> <p>TURNITIN – Drafting and final</p>