

# English

## Units 1-2

English aims to develop students' critical understanding and mastery of the English language and to help them communicate in a wide range of situations. The study of English will help to develop the skills to meet the demands of employment, further education and participation in an open democratic society. English consists of three areas of study: Reading and the Study of Texts, the Craft of Writing and Using Language to Persuade.

### UNIT 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts. Students will develop competence and confidence in creating written and oral responses.

#### LEARNING ACTIVITIES

Students will write analytical, personal and imaginative responses, give spoken presentations and read a range of texts including a play, novel and/or short stories. The subject promotes the integration of the skills of reading, writing, speaking and listening.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

#### ASSESSED TASKS

Analytical essay on the first set text, creative response to the second set text, spoken persuasive presentation on an issue in the media with a written justification and an end of semester examination consisting of an extended text response or language analysis essay.

### UNIT 2

The three main focuses of this unit is using language orally to persuade an audience with a written justification to accompany it, a language analysis essay outlining their understanding of how an author positions an audience as well as analysing comparative texts. This analysis includes the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also develop a persuasive text of their own.

#### LEARNING ACTIVITIES

Students will compare the ideas, issues and themes presented in texts and the ways authors convey these. They will also identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience, and create a text which presents a point of view in writing.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately. In Unit 2 there is a stronger emphasis on constructing and analysing arguments, and developing skills to compare texts.

#### ASSESSED TASKS

A comparative, analytical essay on texts in the media, a persuasive text that presents an argument or viewpoint whilst comparing two of the set texts, an analysis of the use of argument and persuasive language in texts and an end of semester examination consisting of an analysis of text, a persuasive writing piece and language analysis.

# English

## Units 3-4

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts and justifying their decisions by exploring ideas suggested by their reading.

### UNIT 3

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. Two texts are selected from list for Area of Study 1. The texts selected for study in Unit 3 Area of Study 2 must have appeared in the media since 1 September of the previous year

#### LEARNING ACTIVITIES

In this area of study, students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning and using textual evidence to support their responses. They present sustained analytical and creative responses to selected texts, demonstrating their understanding of the world of the texts and how texts construct meaning. They produce and share drafts, practising the skills of revision, editing and refining for analytical, stylistic and imaginative effect.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and using language expressively and accurately.

#### ASSESSED TASKS

An analytical essay in response to one Unit 3 text, a creative response to the second text, and an analytical response to an issue in the media and an extended written response to the selected context.

### UNIT 4

The two main foci of this unit are using oral language to persuade an audience with a written justification to accompany it, as well as analysing comparative texts. This analysis includes the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students also develop a persuasive text of their own.

#### LEARNING ACTIVITIES

Students will create and present an oral presentation along with an author's statement. They will also read a range of texts, write analytical essays, personal and argumentative responses. They will work individually and in groups.

#### KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

#### ASSESSED TASKS

A comparative essay in response to the Unit 4 texts and a persuasive oral presentation. The final examination consists of an essay on one of the set texts, a comparative essay, and an analysis of a piece of persuasive writing.

#### VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 3 hour written examination in November (50%).