Year 11	1	2	3	4	5	6	7	8	9	10	11
Term 1 2022 11 Weeks	Bootcamp	**Mandatory Unit – Achieving Through English – English in education, work and community** • Students access and comprehend information, ideas and language in everyday and workplace texts improving comprehension and grammatical accuracy • Importance of work, school and community • Job satisfaction • Identification of strengths, weaknesses and workplace ready skills • Effective communication in the workplace • Bullying, Harassment and Discrimination • Clarify Rights and Responsibilities in the workplace and construct a presentation (assessment task) • Define safe work practices • Gender in the workplace					Task 1 – Multimodal Presentation 30% O/C: 1, 3, 6	**Mandatory Unit – Achieving Through English (Continued)** • Resumes and Cover Letters- informative texts • Analysis of workplace texts • Creation of other responses - optional inclusion in their portfolio-students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately through creative writing opportunities (scenario based) • Engagement in the community- visiting speakers, surveys, interviews and/or work experience. • Analysis of visual images- unseen- to form an appreciation of form for the creation of students own poster design • Students independently create texts for authentic audiences and purposes • Short answer questions- theme position O/C: 1, 2, 3, 4, 6, 10			
	1	2	3	4	5	6	7	8	9	10	11
Term 2 2022 10 Weeks	**Module L: Who do I think I am? - English and the Self** • Developing stronger understanding of self • Language used to express ideas, emotions and beliefs – students develop their abilities to use language imaginatively, expressively and purposefully through the utilization of these concepts to write imaginative responses based on stimulus. • Communicate ideas in private and community forums • Creation of personal image • Explore, analyse and assess texts which display a strong sense of self, students develop their skills in comprehending and responding to texts.- **The Simple Gift-** **Youth Culture (Substantial print text)** • **Aboriginal poetry – analysis of unseen text- short answer questions.** • Students have the opportunity to develop and express a positive view of themselves- Visual Representation of self with analytical justification- students will write reflectively exploring their own image and how it represents their perception of self. • **Students will demonstrate their understanding of the power of language to communicate and represent experience through biography and/or** **autobiographical writing- Ahn Do- Extracts- Context and its influence on self. (Asian Text)- short answer responses** • Students will create analytical responses to the core text- **FoW** strategies (TEEEC paragraph structure, given and new, theme position, connectives, evaluative language) O/C 1, 2, 3, 4, 5, 9										

	1	2	3	4	5	6	7	8	9	10	11
Term 3 2022 10 Weeks	**Module K: The Big Screen – English in Filmmaking** • students develop a deeper understanding of and proficiency in the use of language and techniques related to films • Explore, analyse and assess film trailers – developing their knowledge, understanding and skills by responding to and composing a range of texts in short and extended forms • Creation of film trailers (imaginative writing) • Creation of a persuasive text- appreciation of form O/C: 2, 3, 4, 6, 7, 8, 9			Task 2 – Portfolio 40% O/C: 4, 5, 7, 10	**Module K: The Big Screen (Continued)** • Promotion and Criticism of films • Analysis of film/film extracts- appreciation of form • **Compare changing genre- Harry Potter** • Students consider the power of films to engage and influence thoughts, feelings, behaviour and attitudes and the techniques used by filmmakers to achieve this impact with their audiences- Discursive writing- genre or film based			Final Exams 30% O/C: 2, 8, 9		Exam Feedback/ The Big Screen Wrap Up	

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be a collection of classwork demonstrating student learning across the modules studied with a minimum weighting of 30%
- one task must be a multimodal presentation enabling students to apply their knowledge, understanding and skills to at least one real world scenario using a range of modes.

Information about the collection of classwork in English Studies

The assessment of a collection of classwork is designed to allow students to demonstrate their learning across all of the modules studied in each year. This collection of work may include items of classwork that have been refined as a result of teacher feedback throughout the year.

This work may be published in a variety of forms and media. Information about the multimodal presentation in English Studies-

The multimodal presentation is designed to provide students with the opportunity to apply their knowledge, understanding and skills to a real-world scenario across a range of modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.