Term 4 (7/10/14 – 19/12/14)

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

(Only 4 days)

Task 1: Read & Write
Weight: 10%

Text and Society. Living and Working in the Community

Elective 1: Living and Working in the Community

In this elective, students explore the kinds of texts that are widely used in the workplace and the community. They respond to and compose texts appropriate to specific situations designed to meet students' needs and interests. They consider what these texts imply about the nature of the workplace or the community in which they are used.

Students are required to read and respond to a range of types of texts, including: job advertisements; applications and other forms; information brochures and technical manuals; news reports and editorials; feature articles; advertisements; web pages; speeches and interviews; and other relevant texts. They are required to compose a range of types of texts, including: job application letters and personal résumés; work and accident reports; letters to the editor; letters of complaint, appreciation and request; advertisements and information brochures; feature articles; web pages; speeches and interviews; and other relevant texts. Students are also required to identify and explain the purposes and language techniques used in these types of texts.

Students are to supplement this study with texts of their own choosing related to the elective. The support document Workplace and Community Texts provides examples of types of texts and may further supplement students' study of this elective.
Outcomes. Task 1 Reading and Writing

2. A student describes and explains different relationships among texts.
4. A student uses language relevant to the study of English.
5. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
9. A student engages with the details of text in order to develop a considered and informed personal response.
12. A student draws upon the imagination to transform experience and ideas into texts, demonstrating control of language.
### Term 1 (28/1/15 – 2/4/25)

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<td>Task: Speak Weight: 20%</td>
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<td>Task3: Half Yearly Exam. Reading, Writing, Listening Weight: 20% (10%RW 10% L)</td>
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**Area of Study: Discovery**
Area of Study: Discovery

This Area of Study requires students to explore the ways in which the concept of discovery is represented in and through texts. Through close language study, and by experimenting with different language choices, students will examine how ideas about discovery vary.

Discovery can encompass the experience of discovering something for the first time or rediscovering something that has been lost, forgotten or concealed. Discoveries can be sudden and unexpected, or they can emerge from a process of deliberate and careful planning evoked by curiosity, necessity or wonder. Discoveries can be fresh and intensely meaningful in ways that may be emotional, creative, intellectual, physical and spiritual. They can also be confronting and provocative. They can lead us to new worlds and values, stimulate new ideas, and enable us to speculate about future possibilities. Discoveries and discovering can offer new understandings and renewed perceptions of ourselves and others.

An individual’s discoveries and their process of discovering can vary according to personal, cultural, historical and social contexts and values. The impact of these discoveries can be far-reaching and transformative for the individual and for broader society. Discoveries may be questioned or challenged when viewed from different perspectives and their worth may be reassessed over time. The ramifications of particular discoveries may differ for individuals and their worlds.

By exploring the concept of discovery, students can understand how texts have the potential to affirm or challenge individuals’ or more widely-held assumptions and beliefs about aspects of human experience and the world. Through composing and responding to a wide range of texts, students may make discoveries about people, relationships, societies, places and events and generate new ideas. By synthesising perspectives, students may deepen their understanding of the concept of discovery. Students consider the ways composers may invite them to experience discovery through their texts and explore how the process of discovering is represented using a variety of language modes, forms and features.

In their responses and compositions, students examine, question, and reflect and speculate on:

- their own experiences of discovery
- the experience of discovery in and through their engagement with texts
- assumptions underlying various representations of the concept of discovery
### Outcomes Task 2. Speaking

6. A student interprets texts using key language patterns and structural features.
7. A student analyses the effect of technology on meaning.
9. A student engages with the details of text in order to develop a considered and informed personal response.
11. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.

### Outcomes Task 3. Half Yearly

1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
7. A student analyses the effect of technology on meaning.
8. A student adapts a variety of textual forms to different purposes, audiences and contexts, in all modes.
9. A student engages with the details of text in order to develop a considered and informed personal response.
11. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
12. A student draws upon the imagination to transform experience and ideas into texts, demonstrating control of language.
### Area Of Study: Discovery

#### Module A: Australian Visions

**Elective 2: Australian Visions**

In their responding and composing, students explore the ways in which language is used to represent visions in texts. They consider the different types of visions evident in texts and how the creation of a distinctly Australian vision, or visions, affects interpretation and shapes meaning. Students will examine one prescribed text, in addition to other texts and examples drawn from their own experience.

Students choose one of the following texts as the basis for their study of the elective Australian Visions.

#### Task 4: Outcomes

1. A student demonstrates understanding of cultural reference in texts.
2. A student describes and explains different relationships among texts.
3. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
4. A student interprets texts using key language patterns and structural features.
5. A student reflects on own processes of responding and composing.
6. A student reflects on own processes of learning, especially on the effects of their expanding knowledge and skills in English.
**Term 3 (14/7/15 – 18/9/15)**

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<td><strong>Task:5 Trial Examination</strong>&lt;br&gt;Reading, Writing, Listening&lt;br&gt;<strong>Weight: 35. (25 R%W 10%L)</strong></td>
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**Module A: Australian Visions**

**Task 5. Trial Examination**

1. A student demonstrates understanding of how relationships between composer, responder, text and context shape meaning.
2. A student uses language relevant to the study of English.
3. A student demonstrates understanding of how audience and purpose affect the language and structure of texts.
4. A student analyses the effect of technology on meaning.
5. A student adapts a variety of textual forms to different purposes, audiences and contexts, in all modes.
6. A student engages with the details of text in order to develop a considered and informed personal response.
7. A student analyses and synthesises information and ideas into sustained and logical argument for a range of purposes and audiences.
8. A student draws upon the imagination to transform experience and ideas into texts, demonstrating control of language.