



Highfields State
Secondary College

Semester 1 Course Overview

Faculty: English

Subject: English Essential

Year level: 12

Course Outline

In Unit 3, students explore community, local and/or global issues and ideas presented in a range of texts that invite an audience to take up positions. Building on Units 1 and 2, students apply their understanding about how perspectives, ideas, attitudes and values are represented in texts to influence audiences to take up positions. They explore how issues are represented in a range of texts and develop their own point of view about these issues. Students synthesise information to respond to and create a range of texts, considering their intended purpose, their representation of ideas and issues, and audience responses. In responding to texts, students have opportunities to discuss and listen to differing perspectives, compare, draw conclusions and influence audiences for a range of purposes.

Semester 1	
Term 1: <i>Creating and shaping perspectives on community, local and global issues in texts</i>	Term 2: <i>Responding to texts that seek to influence audiences</i>
<p>Context</p> <p>In this unit students explore a range of community, local and global issues through texts that invite audiences to take up particular positions. The use of persuasive language in these texts is central to their influence and success as catalysts for change.</p> <p>At Highfields College, our motto is 'Learners today, leaders tomorrow'. As year 12 students, that transition is upon them and it's time to think about how they will contribute to their community as active, adult participants. Students will consider what issues are important to them and the young adults of our community.</p> <p>IA1: Spoken (4 – 6 minutes)</p> <p>Students will choose and research a specific community, local or global issue that is having an impact on contemporary young adults. They will create a persuasive speech highlighting the impact of this issue on them and the youth of our community. Their speech will include a PowerPoint (or similar) and be suitable for presentation at a forum designed to give the youth of the Toowoomba region a voice. They will include a call to action to encourage an audience of their peers to become involved and engage with the issue.</p>	<p>Context</p> <p>Building on the previous term, students use their knowledge of texts to explain how identities, places, events, concepts and issues are represented in media texts to influence an audience. They will explore comparable and conflicting representations of the same identity or identities, place, event, concept or issue in media texts, drawing on their understanding of how the relationships between context, purpose and audience create meaning.</p> <p>Students respond to media texts by producing a range of texts of their own, and this unit will culminate in a common internal assessment (CIA) that is a short-response examination.</p> <p>CIA: Short response to seen stimulus</p> <p>Students will respond to representations of a community, local and/or global issue in a seen media text by writing a response that identifies, considers and explains how the elements or components that make up the text/s shape meaning.</p> <p>Short response to unseen stimulus</p> <p>Students will respond to representations of an identity or identities, place, event or concept in an unseen media text by writing a response that identifies, considers and explains how the elements or components that make up the text communicates ideas and information.</p> <p>Conditions</p> <ul style="list-style-type: none"> • Time: 1½ hours plus 15 minutes of planning time delivered in one continuous session • Length: 200–300 words per response (total 400–600) • One seen stimulus text and one unseen stimulus text • One written stimulus text and one visual stimulus text