



Highfields State  
Secondary College

# Semester 1 Course Overview

**Faculty:** English

**Subject:** English - General

**Year level:** 11

## Course Outline

In this unit, students explore individual and/or collective experiences and perspectives of the world through engaging with a variety of texts in a range of contexts. They examine how perspectives and representations of concepts, identities and/or groups are constructed through textual choices such as language, medium, style and text structures. This unit allows students to explore how meaning is shaped through the relationships between language, text, purpose, context and audience. Students respond to a variety of non-literary texts and literary texts, and create texts of their own for a variety of purposes and audiences.

Analysis may include, for example:

- examining ways in which concepts, identities and/or groups are reported differently in the media and how these are represented to position readers and viewers
- exploring how writers convey perspectives and representations through textual structures, conventions, style and language, and how the meaning of a text is affected by the contexts in which it is created and received
- examining ways perspectives and representations are conveyed through argument, rhetoric, tone, register, style and language to influence audiences

<b>Perspectives and Texts: Semester 1</b>	
<b>Term 1: Media Studies</b>	<b>Term 2: <i>To Kill a Mockingbird</i> &amp; <i>A Time to Kill</i></b>
<p><b>Context</b> You have been asked to present a speech at the annual <i>Media Matters Conference</i> session entitled '(mis)Representations'. The speech must identify a group that has been represented inappropriately in an advertising, marketing, television or other media text, and call for this misrepresentation to be corrected.</p> <p><b>FA2: Extended response</b> — persuasive spoken response</p> <p><b>Task</b> Deliver a speech to persuade conference delegates that the media representation of a particular group in society is harmful, and must be improved. Use one or two media texts to support your perspective.</p>	<p><b>Context</b> Students will study the novel (and film) <i>To Kill a Mockingbird</i> and the film <i>A Time to Kill</i>. They will particularly focus on the themes of prejudice and justice, consider how these are explored through the texts and ultimately make an informed decision as to which text is most successful in dealing with the issues.</p> <p><b>FA1 : Extended response</b> — written response for a public audience</p> <p><b>Task</b> Write a feature article suitable for publication in <i>The Conversation</i> for a new series titled, "Who said it best?" which explores the way texts deal with serious social issues. You are to analyse and evaluate the representation of the concepts of EITHER prejudice OR justice across both Lee's <i>To Kill a Mockingbird</i> and the film <i>A Time to Kill</i>.</p>