



# KALAMUNDA SENIOR HIGH SCHOOL

## YR.11 GENERAL COURSE 2016

### ENGLISH

### STUDENT OUTLINE



# SEMESTER ONE: PULP FICTION

# **Welcome to the Year 11 General English Course!**

## **The Marking Process**

From the perspective of the school, it is vital that we have comparability between classes and that the final results for students accurately reflect their relative mark and range. Moreover, one of our aims is to ensure that there is a high correlation between students' school achievement and their achievement in the exams. To ensure comparability between classes teachers will routinely cross mark and hold consensus meetings as further insurance of accurate marking.

## **Assessment Policy and Extensions**

The Kalamunda Senior High Upper School Assessment Policy will be strictly applied. This also ensures that fair systems are being applied in all three ATAR classes. Students who miss in-class assessments must provide written explanation and must see their teacher on the day they return to school to arrange an alternative time to sit the assessment.

## **The Production Process**

It is important for students to learn and practise correct writing conventions including correct punctuation of titles, accurate grammar and spelling and comprehensive planning and drafting. It is your responsibility to ensure that your writing is legible. You will not be credited for work that your teacher cannot read.

## **Wide Reading and Viewing**

In English the difference between a good student and a mediocre one is often the amount of exposure they have to a wide range of texts.

We encourage you to source your own texts and bring them to class. Personal reading plans are of a high advantage. Your teacher can help with recommended text types and authors and titles.

## **Resources**

Copies of electronic documents will be stored on Connect when available. It is still your responsibility to chase-up any missing work or handouts if you're away for whatever reason.

## **Out of Class Support**

After School Homework Classes will be held in T6 with Mrs Hewitt on most Thursdays between 3-4pm. Check the daily notices for any change to dates.



## Assessment Outline: Semester One 2016

### Year 11 General English

Task	Due Date	Task Type	Weighting
<p style="text-align: center;">Task 1: In Class</p> <p><b><u>Short Answer Response:</u></b> Students will be immersed within the pulp fiction genre. They will respond to a series of short answer questions regarding multiple text types studied in class.</p>	<p>Term One End of Week 4</p>	<p>Responding</p>	<p>20%</p>
<p style="text-align: center;">Task 2: In Class (CAT)</p> <p><b><u>Creative Writing:</u></b> Students will identify and discuss one piece of pulp fiction art (e.g. book covers, Pop Art). Using ONE image as a prompt; they will write their own piece of literature positioned within the pulp fiction genre.</p>	<p>Term One End of Week 7</p>	<p>Creating</p>	<p>20%</p>
<p style="text-align: center;">Task 3: In Class</p> <p><b><u>Compare and Contrast:</u></b> Compare and contrast three pulp fiction text types. How does each text depict a specific social or cultural issue in our society? Students will use a set of retrieval charts and Tri-Venn diagrams to present their findings.</p>	<p>Term Two End of Week 1</p>	<p>Responding</p>	<p>20%</p>
<p style="text-align: center;">Task 4: In Class / Take Home</p> <p><b><u>Book Covers:</u></b> Transform your favourite novel, film or videogame into a pulp fiction book cover. Students will demonstrate their use of visual text conventions, production skills and analysis.</p>	<p>Term Two End of Week 5</p>	<p>Creating</p>	<p>20%</p>
<p style="text-align: center;">Task 5: In Class</p> <p><b><u>Oral Presentation:</u></b> Students will create a panel discussion or debate. They will identify and discuss the positive and negative attributes of one Superhero or Anti-hero. They will demonstrate how their chosen "hero" may represent the dominant values and attitudes held in our society and present their findings to the class.</p>	<p>Term Two End of Week 8</p>	<p>Responding</p>	<p>20%</p>

# YR.11 GENERAL ENGLISH COURSE – SYLLABUS

## SEMESTER ONE

### UNIT ONE: Content

This unit includes the knowledge, understandings and skills described below.

#### Use strategies and skills for comprehending texts, including:

- predicting meaning by interpreting text structures, language features and aural and visual cues
- relating texts to personal life and other texts
- posing and answering questions that clarify meaning and promote deeper understanding of the text.

#### Consider the ways in which texts communicate ideas, attitudes and values, including:

- how social, community and workplace texts are constructed for particular purposes, audiences and contexts
- the ways text structures and written and visual language features are used to communicate information and influence audiences
- how conventions of written and visual language shape audience response
- the use of narrative techniques, for example, characterisation and narrative point of view.

#### Use information for specific purposes and contexts by:

- locating and extracting information and ideas from texts, for example, skimming and scanning
- understanding how texts are structured to organise and communicate information
- using strategies and tools for collecting and processing information, for example, informational organisers.

#### Create a range of texts by:

- developing appropriate vocabulary and sentence structures and using accurate spelling, punctuation and grammar
- consolidating literacy skills for the workforce or further training
- using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and workplace contexts
- using text structures and language features to communicate ideas and information in a range of media and digital technologies
- using strategies for planning, recording sources of information and proofreading.

#### Communicating and interacting with others by:

- communicating ideas and information clearly
- adapting listening behaviours to different contexts
- working collaboratively and cooperatively.