



# Craig'slea State High School

## English - Year 12



Unit	Unit Objective	Task Description	Dates
Unit 3: Textual Connections	<b>Topic 1: Conversations about concepts in texts</b> Students examine two different types of text, a novel and a documentary, connected by the representations of concepts, identities, times and places. In responding to the texts, students explore and discuss the personal, social, historical and cultural significance of representations in different texts and the cultural assumptions, attitudes, values and beliefs underpinning them.	<b>IA1:</b>  Students will write a literary article that focuses on the analysis, interpretation and examination of concepts in texts. It is an open-ended task responding to two texts connected by the representation of a concept and written for a public audience.  <b>Mode:</b> Written <b>Text type:</b> Literary Essay <b>Length:</b> 1000 – 1500 words	<b>Notice of Task:</b> 5 weeks Task available 9am Monday 1 February  <b>Task Due:</b> Term 1 Week 6 Assessment to be submitted before <b>10pm Sunday 7 March</b>
	<b>Topic 2: Conversations about issues in texts</b> Students will analyse different perspectives by examining representations of the same issue in different texts. They will focus on how the power of language and argument are used to construct particular perspectives of similar issues in different texts to prepare for the construction of their own persuasive argument in relation to an issue.	<b>IA2:</b>  Students deliver a persuasive speech to reaffirm or refute a perspective on a particular concept addressed in the unit.  <b>Mode:</b> Spoken <b>Text type:</b> TEDx Talk <b>Length:</b> 5 – 8 minutes	<b>Notice of Task:</b> 4 weeks Task available 9am Monday 15 March  <b>Task Due:</b> Term 2 Week 2 Script to be submitted before <b>10pm Sunday 25 April</b>
Unit 4: Close study of literary texts	<b>Topic 1: Creative responses to literary texts</b> Students will experiment with innovative and imaginative use of language, style and textual elements in their own imaginative texts that promote emotional and critical reactions in readers. They will challenge ideas and conventions and reimagine perspectives to shape their own representations.	<b>IA3:</b>  Students write a short story that reinforces or challenges a contemporary cultural assumption, attitude, value of belief that they have encountered in one of the texts examined across the unit.  <b>Mode:</b> Written <b>Text type:</b> Short Story <b>Length:</b> 800 – 1000 words	<b>Notice of Task:</b> 1 week Task available 9am Monday 21 June  <b>Exam Date:</b> Term 3 Week 1 <b>[2 lessons in class time]</b>
	<b>Topic 2: Critical responses to literary texts</b> Through a close, critical study of the Shakespearean play <i>Macbeth</i> and various interpretations of it, students will strengthen their capacity to develop their own analytical response to it. They will independently develop and compose original, analytical texts	<b>EXTERNAL ASSESSMENT</b>  Students will write an analytical essay in response to <i>Macbeth</i> for an audience with a deep understanding of the text. They will communicate an informed and critical perspective in response to an unseen question. <b>Mode:</b> Written <b>Text type:</b> Analytical Essay <b>Length:</b> 800 – 1000 words	<b>Notice of Task:</b> Unseen  <b>Exam Date:</b> Term 4 Week 4 -7 <b>[Block exams]</b>

**All assessment submissions must be uploaded on the Learning Place - Craig'slea SHS Year 12 English Assessment (<https://elearn.eq.edu.au>) by the due date and time.**