Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

By the end of this unit, students:

- understand the relationships between purpose, context and audience and how these relationships influence texts and their meanings
- investigate how text structures and language features are used to communicate ideas and represent people and events in a range of texts
- create oral, written and multimodal texts appropriate for different audiences, purposes and contexts.

It is the student’s responsibility to catch up on any missed work, or notes.

Course Overview

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<th>Week</th>
<th>Course Concepts and Understandings</th>
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| 1 - 3 | Features of short stories  
Language of analysis  
Language of personal response  

*Response: In-class analysis of short story (5%)*  
*Response: Extended personal response to short story (5%)* |
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<tr>
<th>Week</th>
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| 4 - 7 | Representation of ideas, attitudes and voices  
Extracts from “The Freedom Writers”, feature articles and interpretive texts representing youth  
* Analysing the values and attitudes expressed in texts  
* Evaluating the effectiveness of texts in representing ideas, attitudes and voices  
* Critically examining how and why texts position readers and viewers  

Creating: Write a anecdote in the style of “The Freedom Writers” (10%)  
Responding: Panel discussion on representation of youth in literature (10%) |
| 8 - 10 | Multi-modal texts - Picture Books (The Viewer by Gary Crewe and Shaun Tan, The Arrival by Shaun Tan, The Rabbits by Shaun Tan)  
Analysing the effects of using multimodal conventions  
Analysing how attitude and mood are shaped  
Using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences  
Experimenting with text structures, language features and multimodal devices  
Developing and sustaining voice, tone, style  

Creating: Create a new page for one of the multimodal texts studied which reflects our society. (10%)  
Responding: In-class short response to image(10%) |
| TERM 2 | |
| 1 - 4 | Representation of ideas, attitudes and voices  
The Help  
Analysing the values and attitudes expressed in texts  
Evaluating the effectiveness of texts in representing ideas, attitudes and voices  
Critically examining how and why texts position readers and viewers  

Creating: Opinionative essay on the representation of race, class or gender in the novel (10%)  
Responding: Novel study (10%) |
| 5 | Exam Revision  
Responding: In-class analysis of unseen text (narrative or interpretive) (10%) |
| | Examination - 20% |