

## **Overview**

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The course is designed to provide students with the skills to succeed in a wide range of post-secondary pathways by developing their language, literacy and literary skills. Students comprehend, analyse, interpret, evaluate and create analytical, imaginative, interpretive and persuasive texts in a range of written, oral, multimodal and digital forms.

## **Who should select these units in Year 11?**

Students who do not intend to go to University or are seeking employment, apprenticeships or traineeships.

## **Pathway**

To be an apprentice or continue in certificate courses at TAFE; be in the VET program or join the workforce. If they are still at school in Year 12, they would continue in Units 3 and 4.

## **Unit 1 – Essential English**

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

## **Unit 2 – Essential English**

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed

- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts
- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

**To provide for different learning styles a variety of assessment tasks are used.  
For each course of study tasks are selected from:**

- Fiction: novels, short stories, fairy tales, song lyrics and myths and legends
- Non –fiction: news reports, essays and documentaries
- Media texts: newspaper articles, films and television programs
- Everyday texts : computer games, comic books, instructions, diagrams and blogs
- Workplace texts; reports, minutes, memos and letters.

**Contact Name:** Mrs Carmen McBrearty