ENGLISH LIFE SKILLS
STAGE 6

DRAFT OUTCOMES AND CONTENT
FOR CONSULTATION

To be read in conjunction with the English Standard Stage 6 Draft Syllabus and English Studies Stage 6 Draft Syllabus.

20 JULY – 31 AUGUST 2016

STAGE 6 LIFE SKILLS

(i)   for your information

The English Life Skills Stage 6 outcomes and content are developed from the objectives of the English Stage 6 syllabuses.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to the teaching, learning and assessment activities of the English Stage 6 curriculum.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 6 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:
- students are not required to complete all Life Skills outcomes
- specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:
- English
- Special education needs
- Life Skills.

STAGE 6 LIFE SKILLS OBJECTIVES AND OUTCOMES

(i) for your information

For students undertaking a course based on Life Skills outcomes and content:
● students are not required to complete all Life Skills outcomes
● specific Life Skills outcomes should be selected on the basis that they meet the learning needs, strengths, goals and interests of each student
● outcomes may be demonstrated independently or with support.

✎ consult

| **Objective** |
| Students: |
| ● communicate through speaking, listening, reading, writing, viewing and representing* |
| **Life Skills outcomes** |
| A student: |
| **EN6LS-1** comprehends and responds to a range of everyday texts |
| **EN6LS-2** uses strategies to obtain meaning from written, spoken, visual multimodal and digital texts |
| **EN6LS-3** requests and accesses information to communicate for different purposes and in different contexts |
| **EN6LS-4** composes texts for a variety of purposes and audiences in a range of modes |

*Some students with special education needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the English Life Skills Stage 6 outcomes and content.

| **Objective** |
| Students: |
| ● use language to shape and make meaning according to purpose, audience and context |
| **Life Skills outcomes** |
| A student: |
| **EN6LS-5** describes how language forms and features of text vary according to purpose, audience and context |
| **EN6LS-6** selects appropriate language forms and features when composing texts for different modes, mediums, audiences, contexts and purposes |

| **Objective** |
| Students: |
| ● think in ways that are imaginative, creative, interpretive and critical |
| **Life Skills outcomes** |
| A student: |
| **EN6LS-7** represents own ideas and personal experiences in interpretive and imaginative texts |
| **EN6LS-8** compares different texts, identifying similarities and differences in ideas, purpose, audience and context |

Objective
Students:
● express themselves and their relationships with others and their world

Life Skills outcomes
A student:
EN6LS-9 compares their own points of view, values and attitudes to those presented in texts on a range of personal, social and world issues

Objective
Students:
● learn and reflect on their learning through their study of English

Life Skills outcomes
A student:
EN6LS-10 reflects on own learning processes and goals

VALUES AND ATTITUDES

Objectives

Students will value and appreciate:
● the importance of the English language as a key to learning
● the personal enrichment to be gained from a love of English, literature and learning
● the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
● the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
● the role of language in developing positive interaction and cooperation with others
● the diversity and aesthetics of language through literary and other texts
● the independence gained from thinking imaginatively, creatively, interpretively and critically

STAGE 6 LIFE SKILLS AND RELATED SYLLABUS OUTCOMES

Objective Students: ● communicate through speaking, listening, reading, writing, viewing and representing	
Life Skills outcomes A student:	**Related Year 11/12 outcomes** A student:
EN6LS-1 comprehends and responds to a range of everyday texts **EN6LS-2** uses strategies to obtain meaning from written, spoken, visual multimodal and digital texts **EN6LS-3** requests and accesses information to communicate for different purposes and in different contexts **EN6LS-4** composes texts for a variety of purposes and audiences in a range of modes	***English Studies:*** **ES11-1** comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes **ES11-2** identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts **ES11-3** gains skills in accessing, comprehending and using information to communicate in a variety of ways **ES11-4** composes a range of texts with increasing accuracy and clarity in different forms **ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes **ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts **ES12-3** accesses, comprehends and uses information to communicate in a variety of ways **ES12-4** composes proficient texts in different forms ***English Standard:*** **EN11-1** responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure **EN11-2** uses and assesses processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies **EN12-1** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EN12-2** uses, assesses and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

Objective Students: ● use language to shape and make meaning according to purpose, audience and context	
Life Skills outcomes A student:	**Related Year 11/12 outcomes** A student:
EN6LS-5 describes how language forms and features of text vary according to purpose, audience and context **EN6LS-6** selects appropriate language forms and features when composing texts for different modes, mediums, audiences, contexts and purposes	*English Studies:* **ES11-5** develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts **ES11-6** uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes **ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences **ES12-6** uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes *English Standard:* **EN11-3** analyses and uses language forms, features and structures of texts, considering appropriateness for purpose, audience and context and explaining their effects on meaning **EN11-4** applies knowledge, skills and understanding of language concepts into new and different contexts **EN12-3** critically analyses and uses language forms, features and structures of texts, justifying appropriateness for purpose, audience and context and explaining their effects on meaning **EN12-4** adapts and applies knowledge, skills and understanding of language concepts into new and different contexts

Objective
Students:
● think in ways that are imaginative, creative, interpretive and critical

Life Skills outcomes A student:	**Related Year 11/12 outcomes** A student:
EN6LS-7 represents own ideas and personal experiences in interpretive and imaginative texts **EN6LS-8** compares different texts, identifying similarities and differences in ideas, purpose, audience and context	***English Studies:*** **ES11-7** represents own ideas in critical, interpretive and imaginative texts **ES11-8** identifies and describes relationships between texts **ES12-7** represents own ideas in critical, interpretive and imaginative texts **ES12-8** understands and explains the relationship between texts ***English Standard:*** **EN11-5** thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include thoughtful and detailed information, ideas and arguments **EN11-6** investigates and explains the relationships between and among texts **EN12-5** thinks imaginatively, creatively, interpretively, critically and discerningly to respond to and compose texts that include thoughtful and detailed information, ideas and arguments **EN12-6** investigates and explains the relationships between and among texts

Objective Students: ● express themselves and their relationships with others and their world	
Life Skills outcomes A student:	**Related Year 11/12 outcomes** A student:
EN6LS-9 compares their own points of view, values and attitudes to those presented in texts on a range of personal, social and world issues	***English Studies:*** **ES11-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade **ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences ***English Standard:*** **EN11-7** understands and explains the diverse ways texts can represent personal and public worlds **EN11-8** identifies and explains cultural assumptions in texts and their effects on meaning **EN12-7** applies understanding of the diverse ways texts can represent personal and public worlds in their own responses **EN12-8** explains and assesses cultural assumptions in texts and their effects on meaning

Objective Students: ● learn and reflect on their learning through their study of English	
Life Skills outcomes A student:	**Related Year 11/12 outcomes** A student:
EN6LS-10 reflects on own learning processes and goals	***English Studies:*** **ES11-10** monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning **ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner ***English Standard:*** **EN11-9** reflects on, assesses and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner **EN12-9** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

STAGE 6 LIFE SKILLS CONTENT

(i) for your information

The English Life Skills Stage 6 course has an indicative time allocation of 120 hours in both the Year 11 and Year 12 courses. It is not necessary for students to address or achieve all of the English Life Skills outcomes. The choice of modules, outcomes and content within each course, and the time spent on the content, provides the flexibility to develop rigorous, meaningful and age-appropriate programs that can address individual learning needs, strengths, interests and aspirations, and support students transitioning into post-school contexts.

Teachers may choose the most relevant aspects of the content to meet the particular needs of individual students and identify the most appropriate contexts for the student to engage with the outcomes, for example school, community or workplace. Students will not be required to complete all of the content to demonstrate achievement of an outcome. Any examples provided under the content points are suggestions only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.

TEXT SELECTIONS

Teaching and learning opportunities which draw from a diverse range of texts can assist students to broaden and develop their own language skills. Examples of spoken texts, print texts, visual texts, media, multimedia and digital texts can be used to address the English Stage 6 Life Skills outcomes. Where appropriate, the selection of texts should give students experience of the following:
● reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
● a range of Australian texts, including texts by Aboriginal authors and those that give insights into diverse experiences of Aboriginal and Torres Strait Islander peoples
● texts with a wide range of cultural, social and gender perspectives, popular and youth culture
● a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts
● integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

✎ consult

MODULES

The following modules from the English Studies Stage 6 and English Standard Stage 6 courses provide possible frameworks for addressing the English Life Skills outcomes and content and are suggestions only. Teachers have the flexibility to design modules that will meet the needs and interests of their students.

English Studies modules:
- Achieving *Through English*: English in Education, Work and Community
- *We Are* Australians: English in Nationhood, Citizenship, Community and Cultural Identity
- *Telling Us All About It*: English and the Media
- *On the Road*: English and the Experience of Travel
- *Digital Worlds*: English for the Web
- Playing the Game: English in Sport
- MiTunes and Text: English and the Language of Song
- Local Heroes: English and Community Life
- Part of the Family: English and Family Life
- Discovery and Investigation: English and the Sciences
- In the Marketplace: English and the World of Business
- The Big Screen: English in Filmmaking
- Who Do I Think I Am?: English and the Self
- Landscapes of the Mind: English and the Creative Arts
- The Way We Were: English for Exploring our Past.

English Studies and English Standard common module: *Texts and Human Experiences*

English Standard modules:
- Reading to Write: Transition to Senior English
- Contemporary Possibilities
- Language, Identity and Culture
- Close Study of Literature
- The Craft of Writing.

An outline of each of the above modules can be found in the relevant syllabus.

OBJECTIVE A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

OUTCOME 1

A student:

> comprehends and responds to a range of everyday texts EN6LS-1

Related Year 11/12 English Studies outcomes: ES11-1, ES11-2, ES11-3, ES11-4, ES12-1, ES12-2, ES12-3, ES12-4

Related Year 11/12 English Standard outcomes: EN11-1, EN11-2, EN12-1, EN12-2

CONTENT

Students:

Engage personally with texts

- respond to a range of preferred objects or images ⚏
- demonstrate appropriate listening behaviours, for example looking at a speaker, nodding to show understanding ⚏
- communicate choices and preferences ⚏
- view visual and digital texts for personal and educational purposes ▤
- communicate personal information in everyday situations, for example when completing application forms, when requesting services, providing their name to a teacher ⚏
- engage in simple conversations with familiar people
- recognise different responses to texts, for example preferences for a book or movie, responses to a post on social media

Understand the connections between language, context and meaning

- greet and farewell known and unknown people in an appropriate manner 🔊
- recognise that body language and facial expression can indicate emotion ⚏
- express emotions and feelings in age-appropriate and socially appropriate ways ⚏
- participate appropriately in social situations, for example meals, school social events, group celebrations ⚏
- give directions and instructions using appropriate vocabulary, tone, volume, manner and gestures

Respond to and compose texts

- give attention to another person, object or event in everyday situations, for example make eye contact with others, look at an object in response to sound or to communicate choice, use facial expressions
- respond to auditory and/or visual cues and signals, for example gestures, signs or voices indicating instructions or requests
- recognise and interpret signs, words, symbols and pictures in everyday contexts, for example safety instructions, signs and symbols to represent toilet, lift and exit, bus stop signs, website navigation such as home and menu icons
- follow simple verbal directions, for example stop, sit down
- communicate in response to initiation from others
- follow instructions or requests
- communicate to seek assistance or request services in a range of everyday situations ⚏
- respond to and ask questions in familiar and unfamiliar contexts ⚏

- initiate social interactions with familiar and unfamiliar people in appropriate ways, for example introduce themselves to others, greet friends, organise to meet with a friend, on social media ⚏
- engage in sustained communication in everyday situations, for example ask questions and comment in a conversation ⚏
- respond to the views of others ⚏
- identify the main idea of simple everyday texts, for example email, text message, website, pamphlet
- recount stories, personal experiences and jokes
- comprehend and respond to a variety of texts in a range of formats to engage in recreation and leisure activities ⬤

OBJECTIVE A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

OUTCOME 2

A student:

> uses strategies to obtain meaning from written, spoken, visual, multimodal and digital texts EN6LS-2

Related Year 11/12 English Studies outcomes: ES11-1, ES11-2, ES11-3, ES11-4, ES12-1, ES12-2, ES12-3, ES12-4

Related Year 11/12 English Standard outcomes: EN11-1, EN11-2, EN12-1, EN12-2

CONTENT

Students:

Engage personally with texts
● read and respond to a range of personal, imaginative and informative texts taken from literature and other sources, for example autobiographies, travel guides, novels
● recognise the influence of advertising on their attitudes and behaviour ⚙ ▥

Understand the connections between language, context and meaning
● distinguish between fact and opinion in texts ⚙ ⚖
● recognise cause and effect in texts ⚙
● identify features of digital texts, for example hyperlinks, pop-ups 🖥
● use digital literacy skills to find and comprehend information in digital texts 🖥
● recognise different forms of advertising
● recognise persuasive techniques used in texts such as advertising
● identify techniques used to create meaning in visual texts, for example television, film, posters

Respond to and compose texts
● respond to and use symbolic and visual cues, for example traffic lights, hands up, toilet signage
● recognise, interpret and respond to written information
● comprehend written instructions in order to undertake activities and ensure personal safety
● comprehend and respond to a variety of texts in a range of formats to obtain information
● skim, scan, interpret and discard relevant information when researching a topic ⚙
● respond to questions about the content of texts to demonstrate understanding
● use appropriate note-taking skills to summarise a text

OBJECTIVE A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

OUTCOME 3

A student:

> requests and accesses information to communicate for different purposes and in different contexts EN6LS-3

Related Year 11/12 English Studies outcomes: ES11-1, ES11-2, ES11-3, ES11-4, ES12-1, ES12-2, ES12-3, ES12-4

Related Year 11/12 English Standard outcomes: EN11-1, EN11-2, EN12-1, EN12-2

CONTENT

Students:

Engage personally with texts

● ask questions related to learning, for example clarifying instructions 👬
● recognise suitable sources of information in different contexts ✳
● access information to assist understanding, for example look up a word in a dictionary, use a search engine to find information, use online video instructions to perform a task ⚙ ✳
● reflect on a text by asking questions, for example identifying further research topics, asking questions following a presentation ⚙

Understand the connections between language, context and meaning

● use appropriate language and/or body language to express requests, for example use 'please' and question forms, put hand up in class when seeking assistance, point or put hand out 👬 🖐
● use an index to find information in a book
● use a digital library catalogue to find resources 💻
● use strategies to assess usefulness of information, for example identify the best person to ask a question, identify and consider the source of a webpage, choose a resource from a selection ⚙

Respond to and compose texts

● make small purchases or request information within the community, for example buy lunch, buy ticket on public transport, inquire about opening hours 🖐
● write a simple text message or email to seek information 💻
● ask questions to access information in a variety of contexts, for example in the community, classroom, workplace 👬
● use a telephone to conduct a simple transaction with familiar and unfamiliar people 💻
● convey and relay messages in a range of contexts
● read and interpret a range of print and digital texts in order to gather information ⚙ 💻
● use technology to access information, for example online search engines, ebook library 💻
● transfer information from one source to another, for example use cut and paste feature on computer

OBJECTIVE A

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

OUTCOME 4

A student:

> composes texts for a variety of purposes and audiences in a range of modes ENLS-4

Related Year 11/12 English Studies outcomes: ES11-1, ES11-2, ES11-3, ES11-4, ES12-1, ES12-2, ES12-3, ES12-4

Related Year 11/12 English Standard outcomes: EN11-1, EN11-2, EN12-1, EN12-2

CONTENT

Students:

Engage personally with texts
- compose a range of personal texts for example shopping lists, text messages to friends and family, phone calls to familiar people, invitations and RSVPs, diary entries
- compose texts independently or with a group
- complete forms, surveys and questionnaires
- maintain a journal, for example a personal diary, a reading log, a blog
- respond to social media texts, for example contribute to a class blog, comment on a social media post

Understand the connections between language, context and meaning
- use features and forms suitable to purpose, audience and context when composing texts

Respond to and compose texts
- initiate, sustain and conclude interactions in familiar and unfamiliar contexts
- use scaffolds to compose texts
- compose a range of everyday texts, for example shopping list, text message, email, simple instructions
- compose a range of texts in different modes and combinations of modes, for example oral presentation using visual supports such as pictures or computer presentation software, leave a voicemail message on the phone
- compose a range of informative texts, for example written reports, oral presentations with or without visual supports, short answer responses to questions, posters
- compose a range of workplace texts, for example role play of different work situations, phone message explaining absence, resume and cover letter, job interview
- respond to a range of texts for different purposes, for example write a film review, role play a scene from a novel, create a social media site for a character
- compose a range of imaginative and creative texts, for example oral or written stories, poems and/or songs
- compose digital texts for different contexts using word-processing, editing and publishing skills
- use a range of modes, media and technologies to organise and present ideas

OBJECTIVE B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.

OUTCOME 5

A student:

> describes how language forms and features of text vary according to purpose, audience and context EN6LS-5

Related Year 11/12 English Studies outcomes: ES11-5, ES11-6, ES12-5, ES12-6

Related Year 11/12 English Standard outcomes: EN11-3, EN11-4, EN12-3, EN12-4

CONTENT

Students:
Understand the connections between language, context and meaning
- recognise that texts are created for a variety of purposes, audiences and contexts
- identify purpose of text through analysis of features and form, for example persuasive, imaginative, informative, reflective ✿
- identify audience through analysis of content, form, features, for example children, teenagers, adults✿
- identify the effect on meaning of visual features of text which indicate purpose and audience, for example headlines, pictures, graphics, layout, colour, font ✿
- identify the effect on meaning of grammatical elements, for example use of first person, verb forms, adjectives✿
- identify the tone of a text and explain how that tone is created, for example figurative language, descriptive language, use of visual elements, use of humour ✿ 🖥
- identify language forms and features relevant to workplace contexts ✵

Respond to and compose texts
- explore the ways meaning can be shaped through language, for example role play the same conversation with different emotions, select adjectives to change tone ⚏
- compare texts on similar topics and identify the ways language features and forms change for different purposes and/or audiences, for example compare a news report for children and a news report for adults on the same event, compare a film with a novel or short story ✿

OBJECTIVE B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.

OUTCOME 6

A student:

> selects appropriate language forms and features when composing texts for different modes, mediums, audiences, contexts and purposes EN6LS-6

Related Year 11/12 English Studies outcomes: ES11-5, ES11-6, ES12-5, ES12-6

Related Year 11/12 English Standard outcomes: EN11-3, EN11-4, EN12-3, EN12-4

CONTENT

Students:

Engage personally with texts

- compose texts based on personal experience appropriate to purpose and audience, for example comment about a film or book on social media, write a blog about a personal experience ⚏
- recognise the difference between private and public texts ⚖ ⚏

Understand the connections between language, context and meaning

- reflect on the purpose of language and visual features in a digital text, for example clothing choice for an avatar, colour and layout in a website, dialogue in a film ▣
- reflect on the purpose of language and gesture in a spoken text, for example identifying emotion from facial expression, using eye contact when speaking ⚏

Respond to and compose texts

- use strategies to plan texts, for example scaffolds, mind maps, brainstorming ⚏
- use strategies to structure texts, for example scaffolds, graphic organisers, headings, dot points ⚙
- understand and undertake the processes of composing texts, for example planning, drafting, editing, publishing ⚙
- compose texts for the purpose of informing, selecting language forms and features appropriate to mode, audience, context and medium
- compose imaginative texts, using appropriate features and forms, for example narrative texts
- compose persuasive texts, using appropriate language features and forms
- develop skills in reviewing and editing own compositions to clarify meaning, further engage the audience or suit the purpose and context of the text, for example edit narrative to become more descriptive, select graphics to support an oral presentation ⚙ ⚏
- use appropriate visual techniques to compose digital texts for a range of purposes ▣
- use appropriate language when communicating online for public and private audiences ▣ ⚏
- compose texts on similar topics with different purposes, using appropriate language forms and features, for example an imaginative and persuasive text about journeys ⚙

OBJECTIVE C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.

OUTCOME 7

A student:

> represents own ideas and personal experiences in interpretive and imaginative texts EN6LS-7

Related Year 11/12 English Studies outcomes: ES11-7, ES11-8, ES12-7, ES12-8

Related Year 11/12 English Standard outcomes: EN11-5, EN11-6, EN12-5, EN12-6

CONTENT

Students:

Engage personally with texts

- explore their personal responses to texts, issues, events, for example discuss reactions to characters in a film, debate an issue with other students, contribute to a web-based discussion ⚖ ♟
- compose sustained texts based on personal experience, for example write a recount, write and perform a script based on personal history, keep a blog or video journal

Understand the connections between language, context and meaning

- identify language forms and features appropriate to imaginative texts, for example descriptive language, characterisation

Respond to and compose texts

- compose texts on current or personal issues, for example research and present a report on a recent event, create a collage of words and images about an issue which is important to them, write a narrative based on a particular theme or message 🐾
- change an existing text to present a different point of view, for example compose a fractured fairy tale, change the speech in a cartoon, revoice a short film ⚙
- create a multimodal text to share personal information, interests and views, for example social media profile, blog, digital or print portfolio ⚖ 🖥
- compose imaginative texts based on own ideas and personal experiences using appropriate forms, features and structures ⚙
- compose interpretive texts based on own ideas and personal experiences using appropriate forms, features and structures ⚙
- compose an imaginative or interpretive text in response to another text, for example a journal entry as a character in a film, a review of a novel studied in class ⚙

OBJECTIVE C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to think in ways that are imaginative, creative, interpretive and critical.

OUTCOME 8

A student:

> compares different texts, identifying similarities and differences in ideas, purpose, audience and context EN6LS-8

Related Year 11/12 English Studies outcomes: ES11-7, ES11-8, ES12-7, ES12-8

Related Year 11/12 English Standard outcomes: EN11-5, EN11-6, EN12-5, EN12-6

CONTENT

Students:

Engage personally with texts

● reflect on a personal preference for a particular mode or medium, for example deciding if they prefer to listen to the teacher or read individually, writing a comparative film and book review ⚌

Understand the connections between language, context and meaning

● identify theme in a range of texts
● compare texts in different modes and mediums on the same topic or theme, for example a modern film interpretation of a fairy tale, a documentary and a webpage about a natural phenomena, a short story and a video blog about a theme ⚙
● identify the way context influences texts, for example comparing advertising from different countries, comparing a news report of an event with an encyclopaedia entry of the same event ⚙
● identify genre in a range of texts in different modes and mediums, and identify differences and similarities between them
● explore how different purposes and audiences can change texts ⚙

Respond to and compose texts

● identify and describe different perspectives in a variety of texts on the same topic ⚖ ‡
● compose texts in different modes or mediums on a particular topic or thematic study
● compare texts on a similar theme to draw conclusions or form an opinion of that theme ⚙ ⚌
● explore how different characters in texts respond to a particular theme or issue ⚙ ‡
● explore similarities and differences between different versions of texts, for example a novel and film version of the novel ⚙
● consider how texts from different cultures, including those by and about Aboriginal and Torres Strait Islander people and people with Asian heritage, explore similar themes or issues ⚘ ◉ ⊕
● explore texts from a range of cultures, including those by and about Aboriginal and Torres Strait Islander people and people with Asian heritage, identifying similarities and differences between cultures presented in texts and their own cultures ⚘ ◉ ⊕
● consider responses from peers in relation to a text and how they are similar or different to their own responses ⚌ ‡

OBJECTIVE D

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to express themselves and their relationships with others and their world.

OUTCOME 9

A student:
> compares their own points of view, values and attitudes to those presented in texts on a range of personal, social and world issues EN6LS-9

Related Year 11/12 English Studies outcomes: ES11-9, ES12-9

Related Year 11/12 English Standard outcomes: EN11-7, EN11-8, EN12-7, EN12-8

CONTENT

Students:
Engage personally with texts
● recognise that texts can explore issues relating to our world ⚖ 🐘
● engage with different texts on personal, social and world issues ⚖ 🌐 🐘 ‡
● identify and explore issues presented in texts that are relevant and important in their own lives ⚖ 👫 🐘
● recognise that there may be more than one point of view on a particular topic, theme or event 🌐 ⚖ ‡
● identify the factors that shape their culture and identity 👫
● consider how their own culture and identity influence their attitudes, values and point of view when responding to texts ⚙ ⚖ 👫
● make value judgements and form opinions as a result of viewing different material ⚖ 👫
● identify how their point of view can be changed in response to a text ⚙ ⚖ 👫
● understand the concept of privacy and recognise ways to protect their information online ⚖ 🖥 👫
● recognise cultural beliefs, values and perspectives in texts

Understand the connections between language, context and meaning
● compose texts to express their point of view using appropriate language forms and features, for example using evidence to support a point, participating in a debate ⚙ 👫
● identify the language forms and features that indicate point of view, values and attitudes in texts, such as adjectives, imagery, structure
● recognise emotional language in texts and consider the influence of emotional language on the audience, for example identify exaggerated language in current affairs programmes and how that contributes to audience response, role play situations where different emotions are presented and evaluate the audience response ⚙

Respond to and compose texts
- identify points of view, values and attitudes presented in a range of texts ‡
- change existing texts to present an alternative point of view, value or attitude, for example rewriting a poem changing the tone, creating an anti-advertisement ✿ ‡
- compose texts from different points of view, for example writing about an event from an eye-witness point-of-view and an historical point of view, scripting a conversation between people arguing a topic ‡
- compare texts presenting different views of the same topic ⚖ ‡
- explore cultural assumptions made in texts, including texts by and about Aboriginal and Torres Strait Islander people ✋ ◉ ⊕

OBJECTIVE E

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to learn and reflect on their learning through their study of English.

OUTCOME 10

A student:

> reflects on own learning processes and goals EN6LS-10

Related Year 11/12 English Studies outcomes: ES11-10, ES12-10

Related Year 11/12 English Standard outcomes: EN11-9, EN12-9

CONTENT

Students:

Engage personally with texts

- identify personal strengths through discussion with others and surveys ⚏
- identify barriers to learning and strategies to overcome these ⚏
- identify learning styles and consider strategies to improve learning ⚏ ✳
- reflect on own learning, for example completing an evaluation of a unit of work, discussing progress ⚙ ⚏
- reflect on skills of collaboration and consider strategies for improvement ⚙ ⚏
- recognise ways they monitor their understanding of texts ⚏

Understand the connections between language, context and meaning

- identify language and literacy skills needed for post-school contexts ⚙ ✳
- use feedback when editing texts and developing skills, for example practicing and editing a formal speech, roleplaying workplace interactions to improve response ⚏
- use appropriate collaboration skills when engaging in the learning process ⚏
- reflect on communication skills and style and how these may change in different contexts ⚙ ⚏

Respond to and compose texts

- participate in development of a personal learning plan ⚏ ✳
- identify personal and educational goals, in the short, medium and long term ⚏ ✳
- identify steps to achieving goals and people and resources required to support achievement ⚏ ✳
- select and use appropriate technology to support learning goals 🖥 ✳
- provide feedback to other students, for example evaluating other students' texts, assisting other students in the editing process ⚖ ⚏