

# ENGLISH STANDARD STAGE 6

## DRAFT SYLLABUS FOR CONSULTATION

20 JULY – 31 AUGUST 2016

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# THE BOSTES SYLLABUS DEVELOPMENT PROCESS

BOSTES began its syllabus development process for Stage 6 English, Mathematics, Science and History in 2014. This followed state and territory Education Ministers' endorsement of senior secondary Australian curriculum.

The development of the Stage 6 syllabuses involved expert writers and opportunities for consultation with teachers and other interest groups across NSW in order to receive the highest-quality advice across the education community.



A number of key matters at consultations were raised, including the need for the curriculum to cater for the diversity of learners, the broad range of students undertaking Stage 6 study in NSW, development of skills and capabilities for the future, school-based assessment and providing opportunities for assessing and reporting student achievement relevant for post-school pathways.

There was broad support that changes to curriculum and assessment would contribute to the reduction of student stress. BOSTES will continue to use NSW credentialling processes aligned with Stage 6 assessment and HSC examination structures.

A summary of the BOSTES syllabus development process is available at <http://www.boardofstudies.nsw.edu.au/syllabuses/syllabus-development>.

## ASSISTING RESPONDENTS

The following icons are used to assist respondents:

 for your information	This icon indicates general information that assists in reading or understanding the information contained in the document. Text introduced by this icon will not appear in the final syllabus.
 consult	This icon indicates material on which responses and views are sought through consultation.

## CONSULTATION

The *English Standard Stage 6 Draft Syllabus* is accompanied by an online consultation [survey](#) on the BOSTES website. The purpose of the survey is to obtain detailed comments from individuals and systems/organisations on the syllabus. Please comment on both the strengths and the weaknesses of the draft syllabus. Feedback will be considered when the draft syllabus is revised.

The consultation period is from 20 July to 31 August 2016.

Written responses may be forwarded to:

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Or faxed to: (02) 9367 8476

# INTRODUCTION

## STAGE 6 CURRICULUM

Board of Studies, Teaching and Educational Standards NSW (BOSTES) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives, whether that is academic study, vocational education or employment. The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding, values and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

The Stage 6 syllabuses reflect the principles of the BOSTES *K–10 Curriculum Framework* and *Statement of Equity Principles*, and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008). The syllabuses build on the continuum of learning developed in the K–10 syllabuses.

The Stage 6 syllabuses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for students to succeed in and beyond their schooling. In particular, the literacy and numeracy skills needed for future study, employment and life are provided in Stage 6 syllabuses in alignment with the *Australian Core Skills Framework (ACSF)*.

The syllabuses have considered agreed Australian curriculum content and included content that clarifies the scope and depth of learning in each subject.

Stage 6 syllabuses support a standards-referenced approach to assessment by detailing the essential knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. In accordance with the *Statement of Equity Principles*, Stage 6 syllabuses take into account the diverse needs of all students. The syllabuses provide structures and processes by which teachers can provide continuity of study for all students.

## DIVERSITY OF LEARNERS

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity including Students with special education needs, Gifted and talented students and Students learning English as an additional language or dialect (EAL/D).

## STUDENTS WITH SPECIAL EDUCATION NEEDS

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access the Stage 6 outcomes and content in a range of ways. Students may engage with:

- syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities
- selected outcomes and content appropriate to their learning needs
- selected Stage 6 Life Skills outcomes and content appropriate to their learning needs.

Decisions regarding adjustments should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- English
- Special education needs
- Life Skills.

## GIFTED AND TALENTED STUDENTS

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning difficulties and/or disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from BOSTES and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

## STUDENTS LEARNING ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of Standard Australian English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the English Standard Stage 6 syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

## USING THE ESL SCALES WITH EAL/D LEARNERS

The *ESL scales* provide a detailed description of English language progression for EAL/D learners. In the *English Standard Stage 6 syllabus*, the subject content has been mapped to the *ESL scales* to support teachers of EAL/D learners. Teachers should use the *ESL scales* in conjunction with the syllabus to address the needs of EAL/D students and to assist them to access English curriculum outcomes and content.

The *ESL scales* provide a description of English language learning progression typical of EAL/D learners. This progression is organised into strands of Oral Interaction, Reading and Responding, and Writing. Each of these strands is organised into level statements. The level statements range from levels 1 to 7 for Reading and Responding and Writing and from levels 1 to 8 for Oral Interaction. There are also beginner levels in Reading and Responding and Writing for students who are not literate in any language when they begin learning English.

EAL/D learners may be at any stage in the development of their English language skills and therefore any level on the *ESL scales*. Teachers can address the needs of EAL/D learners by determining their level of language on the *ESL scales* and then considering the *ESL scales* outcomes mapped to the English content.



The *ESL scales* outcomes mapped to the content have been selected to show the level of English EAL/D learners need in order to achieve the English outcomes. Teachers can use the outcomes, and the relevant performance indicators in the *ESL scales*, to plan and program for the language needs of EAL/D students. This should be done in conjunction with development of the knowledge, understanding and skills of the English syllabus content.

EAL/D, English as a Second Language (ESL) and English for Speakers of Other Languages (ESOL) frameworks such as the ESL Scales and the *English as an Additional Language or Dialect Teacher Resource* ([http://www.acara.edu.au/curriculum/student\\_diversity/eald\\_teacher\\_resource.html](http://www.acara.edu.au/curriculum/student_diversity/eald_teacher_resource.html)) and related materials can provide detailed information about the English language development phases of EAL/D students. These resources can be used by teachers in conjunction with the *BOSTES EAL/D Stage 6 syllabus* to address the specific needs of English language learners in their classes and to assist students to access syllabus outcomes and content.

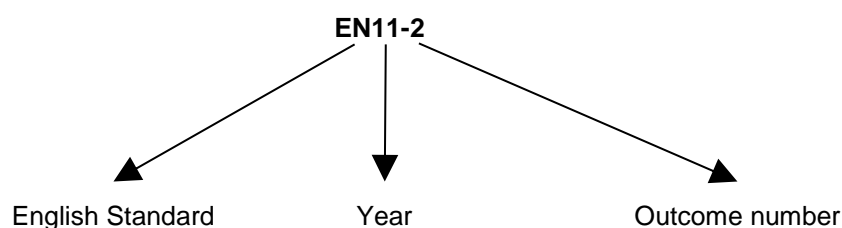
# ENGLISH STANDARD KEY

The following codes and icons are used in the *English Standard Stage 6 Draft Syllabus*.

## OUTCOME CODING

Syllabus outcomes have been coded in a consistent way. The code identifies the subject, Year and outcome number.

In the *English Standard Stage 6 Draft Syllabus*, outcome codes indicate the subject, Year and outcome number. For example:

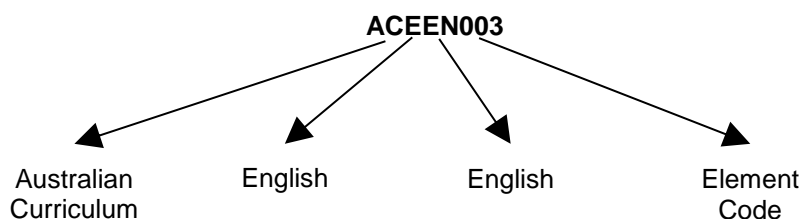


Outcome code	Interpretation
EN11-1	English Standard, Year 11 – Outcome number 1
EN12-4	English Standard, Year 12 – Outcome number 4
EN6LS-6	English, Stage 6, Life Skills – Outcome number 6

## CODING OF AUSTRALIAN CURRICULUM CONTENT

Australian curriculum content descriptions included in the syllabus are identified by an Australian curriculum code which appears in brackets at the end of each content description, for example:














Investigate the relationships between language, context and meaning by evaluating the choice of mode and medium in shaping the response of audiences, including digital texts. (ACEEN003)



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACEEN001, ACEEN002, ACEEN003) or (ACELR001, ACELR002, ACELR003).

## LEARNING ACROSS THE CURRICULUM ICONS

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the *English Standard Stage 6 Draft Syllabus*.

<b>Cross-curriculum priorities</b>	
	Aboriginal and Torres Strait Islander histories and cultures
	Asia and Australia's engagement with Asia
	Sustainability
<b>General capabilities</b>	
	Critical and creative thinking
	Ethical understanding
	Information and communication technology capability
	Intercultural understanding
	Literacy
	Numeracy
	Personal and social capability
<b>Other learning across the curriculum areas</b>	
	Civics and citizenship
	Difference and diversity
	Work and enterprise

# RATIONALE



for your information

The rationale describes the distinctive nature of the subject and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum, including:

- why the subject exists
- the theoretical underpinnings
- what makes the subject distinctive
- why students would study the subject
- how it contributes to the purpose of the Stage 6 curriculum
- how it prepares students for post-school pathways.



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## COMMON RATIONALE

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students. In the years of schooling from Kindergarten to Year 12, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students. Proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their aspirations and ideals.

The study of English in Stage 6 develops in students an understanding of literary expression and nurtures an appreciation of aesthetic values. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.

Through responding to and composing texts from Kindergarten to Year 12, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding students develop an understanding of themselves and of human experience and culture.

The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever-widening contexts. Students learn English through explicit teaching of language and literacy, and through their engagement with a diverse range of purposeful and increasingly demanding language experiences. The English Stage 6 Syllabus enables teachers to

draw on the methods of different theoretical perspectives and models for teaching English to assist their students to achieve the syllabus outcomes at the highest levels.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English continues to grow, they are able to question, assess, challenge and reformulate information and identify and clarify issues and solve problems. They become creative and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language for learning in their lives and careers.

## ENGLISH STANDARD RATIONALE

The English Standard course is designed for students to become proficient in English to enhance their personal, educational, social and vocational lives. The course provides students with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators. English Standard offers a rich language experience that is reflected through the modes of reading, writing, speaking, listening, viewing and representing.

Students engage with texts that include widely acknowledged quality literature from the past and contemporary texts from Australia and other cultures. They explore language forms, features and structures of texts in a range of academic, personal, social, historical, cultural and workplace contexts. Students study, analyse, respond to and compose texts to extend experience, access information and assess its reliability. They synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to appreciate the imaginative and the affective domains and to recognise the ways texts convey, interpret, question and reflect opinions and perspectives.

In their study of English students continue to develop their creative and critical faculties and broaden their capacity for cultural understanding. The course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy, independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The courses encourage students to analyse, reconsider and refine meaning and reflect on their own processes of writing, responding, composing and learning.

# THE PLACE OF THE ENGLISH STANDARD STAGE 6 DRAFT SYLLABUS IN THE K–12 CURRICULUM

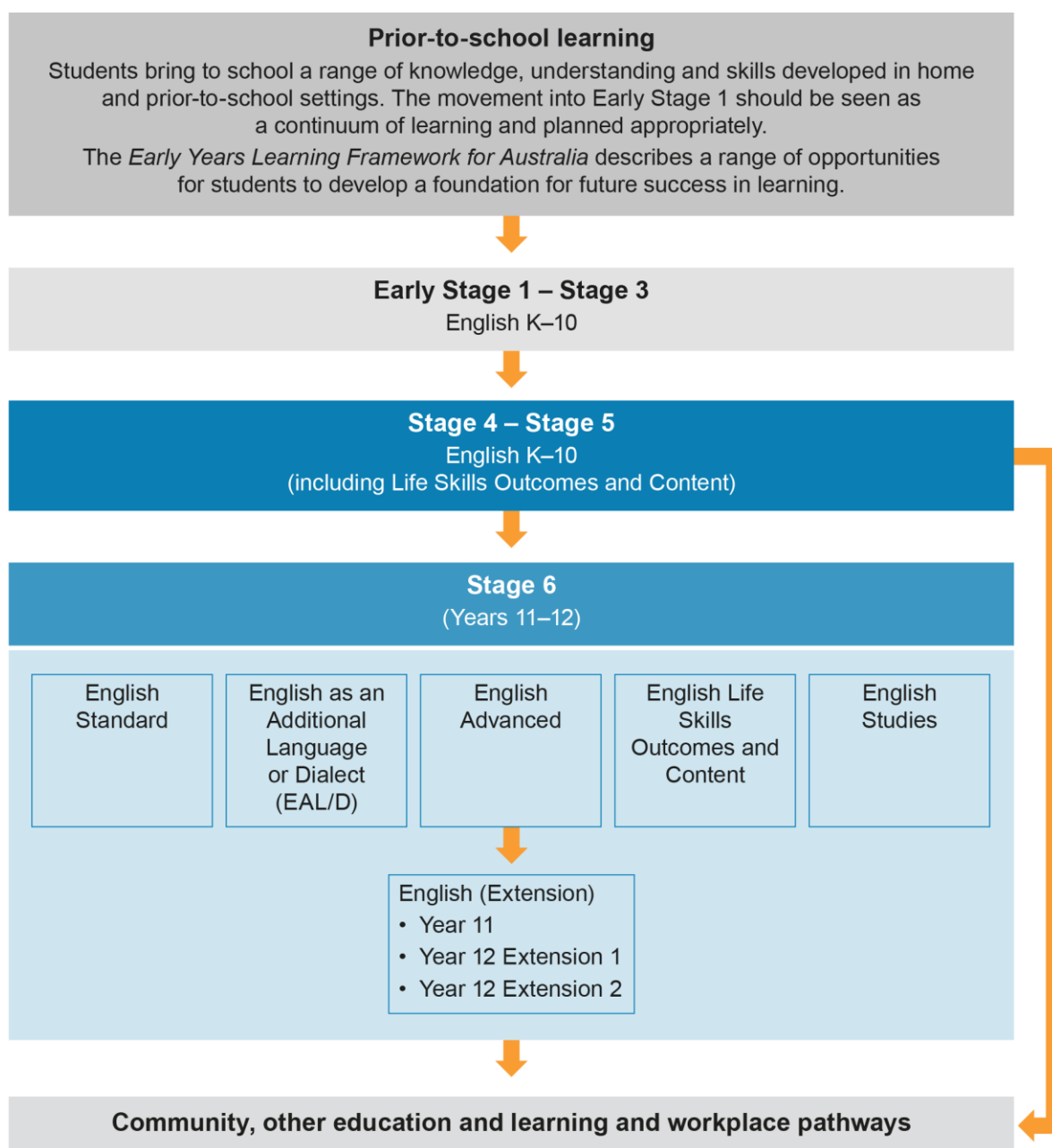


for your information

NSW syllabuses include a diagram that illustrates how the syllabus relates to the learning pathways in K–12. This section places the English Standard Stage 6 syllabus in the K–12 curriculum as a whole.



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**English Studies** is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate but who are seeking an alternative to the English Standard course.

**English Standard** is designed for all students to increase their expertise in English in order to enhance their personal, social and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

**English Advanced** is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

**English as an Additional Language or Dialect (EAL/D)** is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Australian Standard English, so as to enhance their personal, social and vocational lives.

**English Extension** is designed for students undertaking English (Advanced) who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

# AIM



for your information

In NSW syllabuses, the aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits for students from programs based on the syllabus.

The aim, objectives, outcomes and content of a syllabus are clearly linked and sequentially amplify details of the intention of the syllabus.



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The study of English in Stage 6 enables students to analyse, understand, use, enjoy and appreciate how language is used to make meaning in ways that are imaginative, creative, interpretive, critical and powerful. They will value the English language in its various textual forms and become thoughtful and effective communicators in a diverse and changing society.



## OBJECTIVES



for your information

In NSW syllabuses, objectives provide specific statements of the intention of a syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the knowledge, understanding, skills, values and attitudes to be developed through study in the subject. They act as organisers for the intended outcomes.



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## KNOWLEDGE, UNDERSTANDING AND SKILLS

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
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

## VALUES AND ATTITUDES

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.

# OUTCOMES



for your information

In NSW syllabuses, outcomes provide detail about what students are expected to achieve at the end of each Stage in relation to the objectives. They indicate the knowledge, understanding and skills expected to be gained by most students as a result of effective teaching and learning. They are derived from the objectives of the syllabus.



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## TABLE OF OBJECTIVES AND OUTCOMES – CONTINUUM OF LEARNING

<b>Objective</b> Students: <ul style="list-style-type: none"> <li>communicate through speaking, listening, reading, writing, viewing and representing*</li> </ul>	
<b>Year 11 course outcomes</b> A student:	<b>Year 12 course outcomes</b> A student:
<b>EN11-1</b> responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure  <b>EN11-2</b> uses and assesses processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies	<b>EN12-1</b> independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  <b>EN12-2</b> uses, assesses and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

\*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 Standard Stage 6 Syllabus*.

<b>Objective</b> Students: <ul style="list-style-type: none"> <li>use language to shape and make meaning according to purpose, audience and context.</li> </ul>	
<b>Year 11 course outcomes</b> A student:	<b>Year 12 course outcomes</b> A student:
<b>EN11-3</b> analyses and uses language forms, features and structures of texts, considering appropriateness for purpose, audience and context and explaining their effects on meaning  <b>EN11-4</b> applies knowledge, skills and understanding of language concepts into new and different contexts	<b>EN12-3</b> critically analyses and uses language forms, features and structures of texts, justifying appropriateness for purpose, audience and context and explaining their effects on meaning  <b>EN12-4</b> adapts and applies knowledge, skills and understanding of language concepts into new and different contexts

<b>Objective</b> Students: <ul style="list-style-type: none"> <li>think in ways that are imaginative, creative, interpretive and critical.</li> </ul>	
<b>Year 11 course outcomes</b> A student:	<b>Year 12 course outcomes</b> A student:
<b>EN11-5</b> thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include thoughtful and detailed information, ideas and arguments  <b>EN11-6</b> investigates and explains the relationships between and among texts	<b>EN12-5</b> thinks imaginatively, creatively, interpretively, critically and discerningly to respond to and compose texts that include thoughtful and detailed information, ideas and arguments  <b>EN12-6</b> investigates and explains the relationships between and among texts

<b>Objective</b> Students: <ul style="list-style-type: none"> <li>express themselves and their relationships with others and their world.</li> </ul>	
<b>Year 11 course outcomes</b> A student:	<b>Year 12 course outcomes</b> A student:
<b>EN11-7</b> understands and explains the diverse ways texts can represent personal and public worlds  <b>EN11-8</b> identifies and explains cultural assumptions in texts and their effects on meaning	<b>EN12-7</b> applies understanding of the diverse ways texts can represent personal and public worlds in their own responses  <b>EN12-8</b> explains and assesses cultural assumptions in texts and their effects on meaning

<b>Objective</b> Students: <ul style="list-style-type: none"><li>• learn and reflect on their learning through their study of English.</li></ul>	
<b>Year 11 course outcomes</b> A student:	<b>Year 12 course outcomes</b> A student:
<b>EN11-9</b> reflects on, assesses and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner	<b>EN12-9</b> reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

# COURSE STRUCTURE AND REQUIREMENTS



for your information

The following provides an outline of the Year 11 and Year 12 course structure and requirements for the *English Standard Stage 6 Draft Syllabus* with indicative hours, arrangement of content, and an overview of course content.



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	English Standard	Indicative hours
<b>Year 11 course (120 hours)</b>	Common Module – Reading to Write: Transition to Senior English	40
	Module A: Contemporary Possibilities	40
	Module B: Close Study of Literature	40
<b>Hours</b>	Year 11: 120 indicative hours, 3 modules, 40 hours per module	
<b>Text requirements</b>	<p>Students are required to study ONE substantial, complex digital or multimodal text in Module A</p> <p>Students are required to study ONE substantial literary print text in Module B</p> <p>Students are required to study texts from a range of perspectives. They also study Australian texts, including those that give insights into diverse experiences of Aboriginal and Torres Strait Islander peoples, and other texts and explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.</p> <p><b>Study in the Year 11 course requires close study of particular texts, supported by students' own wide reading.</b></p>	
<b>Year 12 course (120 hours)</b>	Common Module – Texts and Human Experiences	30
	Module A: Language, Identity and Culture	30
	Module B: Close Study of Literature	30
	Module C: The Craft of Writing <i>Optional:</i> This module may be studied concurrently with the Common Module and Modules A and B	30

<b>Hours</b>	Year 12: 120 indicative hours, 4 modules, 30 hours per module
<b>Text requirements</b>	<p>Students are required to closely study <b>three types of prescribed texts</b>, one drawn from each of the following categories:</p> <ul style="list-style-type: none"> <li>• prose fiction <b>OR</b> print non-fiction</li> <li>• poetry</li> <li>• drama <b>OR</b> film</li> </ul> <p>The selection of texts for <i>Module C: The Craft of Writing</i> does not contribute to the prescribed text requirements.</p> <p>Students are required to study texts from a range of perspectives. They also study Australian texts, including those that give insights into diverse experiences of Aboriginal and Torres Strait Islander peoples, and other texts and explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media, multimedia and digital texts.</p> <p><b>Study in the Year 12 course requires close study of particular texts, supported by students' own wide reading.</b></p>

For the **Year 11 English Standard** course students are required to:

- complete 120 indicative hours
- complete the Common Module as the first unit of work
- complete Modules A and B

The selection of texts **must** give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the 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
- 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.

For the **Year 12 English Standard** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours are required to complete the course
- complete the Common Module as the first unit of work
- complete Modules A, B and C over the course of the year.

The selection of texts **must** give students experience of the following:

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the 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
- 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.

# ASSESSMENT



for your information

The key purpose of assessment is to gather valid and useful information about student learning and achievement. It is an essential component of the teaching and learning cycle. School-based assessment provides opportunities to measure student achievement of outcomes in a more diverse way than the HSC examination.

BOSTES continues to promote a standards-referenced approach to assessing and reporting student achievement. Assessment for, as and of learning are important to guide future teaching and learning opportunities and to give students ongoing feedback. These approaches are used individually or together, formally or informally, to gather evidence of student achievement against standards. Assessment provides teachers with the information needed to make judgements about students' achievement of outcomes.

Ongoing stakeholder feedback, analysis of BOSTES examination data and information gathered about assessment practices in schools has indicated that school-based and external assessment requirements require review and clarification. The HSC Reforms outline changes to school-based and HSC assessment practices to:

- make assessment more manageable for students, teachers and schools
- maintain rigorous standards
- strengthen opportunities for deeper learning
- provide opportunities for students to respond to unseen questions, and apply knowledge, understanding and skills to encourage in-depth analysis
- support teachers to make consistent judgements about student achievement.

## **Students with special education needs**

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the assessment activity. Schools can make decisions to offer adjustments to coursework and school-based assessment.

## **Life Skills**

Students undertaking Years 11–12 Life Skills courses will study selected outcomes and content. Assessment activities should provide opportunities for students to demonstrate achievement in relation to the outcomes, and to apply their knowledge, understanding and skills to a range of situations or environments.

The following general descriptions have been provided for consistency. Further advice about assessment, including in support materials, will provide greater detail.

Assessment for Learning	<ul style="list-style-type: none"><li>• enables teachers to use formal and informal assessment activities to gather evidence of how well students are learning</li><li>• teachers provide feedback to students to improve their learning</li><li>• evidence gathered can inform the directions for teaching and learning programs.</li></ul>
Assessment as Learning	<ul style="list-style-type: none"><li>• occurs when students use self-assessment, peer-assessment and formal and informal teacher feedback to monitor and reflect on their own learning, consolidate their understanding and work towards learning goals.</li></ul>
Assessment of Learning	<ul style="list-style-type: none"><li>• assists teachers to use evidence of student learning to assess student achievement against syllabus outcomes and standards at defined key points within a Year or Stage of learning.</li></ul>
Formal assessment	<ul style="list-style-type: none"><li>• tasks which students undertake as part of the internal assessment program, for example a written examination, research task, oral presentation, performance or other practical task</li><li>• tasks appear in an assessment schedule and students are provided with sufficient written notification</li><li>• evidence is gathered by teachers to report on student achievement in relation to syllabus outcomes and standards, and may also be used for grading or ranking purposes.</li></ul>
Informal assessment	<ul style="list-style-type: none"><li>• activities undertaken and anecdotal evidence gathered by the teacher throughout the learning process in a less prescribed manner, for example class discussion, questioning and observation</li><li>• used as part of the ongoing teaching and learning process to gather evidence and provide feedback to students</li><li>• can identify student strengths and areas for improvement.</li></ul>
Written examination	<ul style="list-style-type: none"><li>• a task undertaken individually, under formal supervised conditions to gather evidence about student achievement in relation to knowledge, understanding and skills at a point in time, for example a half-yearly, yearly or trial HSC examination</li><li>• a task which may include one or more unseen questions or items, assessing a range of outcomes and content.</li></ul>





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### English Standard Draft Assessment Requirements

The draft guidelines for school-based assessment provide specific advice about the number of formal assessment tasks, course components and weightings, and the nature of task types to be administered in Year 11 and Year 12.

The components and weightings for Year 11 and Year 12 are mandatory.

#### Year 11

- There will be 3 formal assessment tasks
- The maximum weighting for each formal assessment task is 40%
- One task may be a formal written examination
- One multimodal task must enable students to demonstrate the integration of modes and skills.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>

#### Year 12

##### Option 1

- There will be no more than 4 formal assessment tasks
- The maximum weighting for each formal assessment task is 40%
- One task may be a formal written examination, eg a trial HSC, with a maximum weighting of 25%
- One task must include Module C – The Craft of Writing with a minimum weighting of 25%
- Assessment of the Common Module must integrate student selected related material
- One multimodal task must enable students to demonstrate the integration of modes and skills.  
This may be embedded in The Craft of Writing or Common Module task.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>

**English Standard Draft Examination Specifications**  
**Option 1**

<b>Sections</b>
<b>Section I – Common Module</b> Short responses based on unseen stimulus items
<b>Section II –Common Module- Prescribed text</b> One sustained response

<b>Sections</b>
<b>Section III – Module A</b> One sustained response
<b>Section IV – Module B</b> One sustained response

**Changes from current examination specifications**

Related texts will not be examined.

In Section I and Section II, students focus on applying knowledge, understanding and skills to strengthen opportunities for deep learning in the common module.

In Section III and Section IV, students focus on applying knowledge, understanding and skills to strengthen opportunities for deep learning of Modules A and B.

The Craft of Writing is internally assessed to give students opportunities to write creatively for authentic purposes.

**Year 12**

**Option 2**

- There will be no more than 4 formal assessment tasks
- The maximum weighting for each formal assessment task is 40%
- One task may be a formal written examination, eg a trial HSC, with a maximum weighting of 25%
- Assessment of the Common Module must integrate student selected related material
- One multimodal task must enable students to demonstrate the integration of modes and skills.  
This may be embedded in the Common Module task.

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	<b>100</b>

**English Standard Draft Examination Specifications**  
**Option 2**

<b>Sections</b>
<b>Section I – Common Module</b> Part A – Short responses based on unseen stimulus items Part B – One sustained response on the prescribed text

<b>Sections</b>
<b>Section II – Module A</b> One sustained response
<b>Section III – Module B</b> One sustained response
<b>Section IV – Module C</b> One creative response

**Changes from current examination specifications**

Related texts will not be examined.

In Section I, students focus on applying knowledge, understanding and skills to strengthen opportunities for deep learning in the common module.

In Section II and Section III, students focus on applying knowledge, understanding and skills to strengthen opportunities for deep learning in Module A and Module B.

In Section IV, the creative writing response will give students genuine opportunities to demonstrate writing skills.

HSC examination specifications will be reviewed following finalisation of the syllabuses.

Updated assessment and reporting advice will be provided when syllabuses are released.

The Assessment Certification Examination guide will be updated to align with the syllabus implementation timeline.

## CONTENT

For Kindergarten to Year 12 courses of study and educational programs are based on the outcomes and content of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for each Year. In considering the intended learning, teachers will make decisions about the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

Students who undertake the English Studies course have a diverse range of literacy needs. The outcomes and content in the English Studies course provide opportunities for students to demonstrate knowledge, understanding and skills commensurate with Level 3 on the *Australian Core Skills Framework* (ACSF) in Reading and Writing. The ACSF provides a way of describing the generic skills identified as being critical to operating effectively in personal and community contexts including the workplace.

The *Australian Core Skills Framework* can be found and downloaded [here](#)

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully transition to their selected post-school pathway.

## LEARNING ACROSS THE CURRICULUM



for your information

NSW syllabuses provide a context within which to develop core skills, knowledge and understanding considered essential for the acquisition of effective, higher-order thinking skills that underpin successful participation in further education, work and everyday life including problem-solving, collaboration, self-management, communication and information technology skills.

BOSTES has described learning across the curriculum areas that are to be included in syllabuses. In Stage 6 syllabuses, the identified areas will be embedded in the descriptions of content and identified by icons. Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the BOSTES *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008) and in the Australian Government's *Core Skills for Work Developmental Framework* (2013).

Knowledge, understanding, skills, values and attitudes derived from the learning across the curriculum areas will be included in BOSTES syllabuses, while ensuring that subject integrity is maintained.

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking ⚙️
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 🧑

BOSTES syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🗳️
- Difference and diversity 🌟
- Work and enterprise ⭐



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## Aboriginal and Torres Strait Islander histories and cultures 🖐️

The Stage 6 English curriculum recognises the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander peoples for their foundational and central presence among contemporary Australian societies and cultures. Through the study of a wide range of texts in a variety of mediums, through discussion and research, and through teachers' programming emphasis, students are provided with opportunities to develop their understanding and appreciation of the cultural expression of Aboriginal and Torres Strait Islander peoples as the most sustained in the world. Text lists for each subject include a selection of Aboriginal and Torres Strait Islander literature to reflect this priority.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to consider involving local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications.

## Asia and Australia's engagement with Asia 🌐

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society and heritage. Studying texts from Asia, about Asia and by Asian authors is one way to ensure that a creative and forward-looking Australia can engage with our place in the region. Students are provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and traditional and contemporary cultures. Texts relevant to this priority are included in text lists for each course.

## Sustainability 🌱

Each of the Stage 6 English subjects provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. English provides students with the skills required to investigate and understand issues of environmental and social sustainability, and to communicate information and views about sustainability. For example, through analysis of media articles, documentaries and digital texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

## Critical and creative thinking ⚙️

Critical and creative thinking is integral to the study of and creation of texts in English. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions.

Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

## Ethical understanding ⚖️

In English ethical understanding is explored through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions.

They explore and question values, attitudes, perspectives and assumptions in texts, examining how they are presented, their impact on audiences and how they are reflected in their own responses. Through the study of English students come to appreciate and develop greater empathy for the rights and opinions of others. They develop increasingly advanced communication, research and presentation skills to express viewpoints.

## Information and communication technology capability 💻

There is a particular focus in English on ICT through the use of digital texts and on understanding and creating multimodal texts. For example, students explore the effects of sound and image as they consider how ideas are communicated in digital texts.

They use digital technologies when they access, manage and use information and when creating their own texts. They develop skills in reading, viewing and responding to digital and multimodal texts and analysing the effects of the use of different mediums on meaning and interpretation.

## Intercultural understanding 🌐

In English Standard intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of contemporary texts, texts from the past and texts from diverse cultures, students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity and values, particularly in the Australian context, and are able to appreciate and empathise with the cultural

beliefs, attitudes and values of others. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences. They pay special attention to the contribution of Aboriginal and Torres Strait Islander peoples and Asian cultures to literature and other media in Australia.

## Literacy

*[Literacy is embedded throughout the Stage 6 English Syllabuses. It relates to a high proportion of the content descriptions across Years 11 and 12. Consequently, this particular general capability is not tagged in this syllabus.]*

The acquisition of high level Literacy capabilities is an aim that is integral to and embedded throughout the Stage 6 English curriculum. Literacy is the ability to use a repertoire of knowledge and skills to communicate and comprehend effectively in a wide variety of contexts, modes and media. Advanced literacy knowledge and skills furthered through the study of Stage 6 English provide students with strong foundations for current and future learning and for successful participation in the workplace, careers and wider society. The knowledge and skills also provide opportunities for personal enrichment through social interaction, further education, training and skilled employment, professional life and a range of cultural pursuits, including engagement with literature and the arts. Literacy knowledge and skills also enable students to better understand and negotiate the changing world in which they live and to contribute meaningfully and thoughtfully to a democratic society through becoming ethical and informed citizens.

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In English students apply, extend and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument. Students compare texts and consider them in relation to their contexts and purposes, and they consider how texts are created for specific purposes, contexts and audiences.

## Numeracy

Students develop skills broadly related to numeracy in English Standard when they identify and use various numerical, measurement, spatial, graphical and statistical concepts and skills. For example, students use numeracy skills when they create and interpret sequences and spatial information, consider timing and sequence in texts, draw conclusions from statistical information, or use quantitative data as evidence in analytical texts.

## Personal and social capability

Students develop personal and social capability in English by enhancing their communication skills, teamwork and capacity to empathise with and appreciate the perspectives of others. Close study of texts assists students to understand different personal and social experiences, perspectives and challenges. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts. English actively assists students in the development of communication skills needed for analysis, research and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

## Civics and citizenship

In their study of English in Stage 6, students have opportunities to respond imaginatively and critically to a range of literary and other texts drawn from a range of contexts, including social contexts. They

continue to consider how civic and social issues relevant to their lives are represented in the media. The NSW Stage 6 English curriculum is designed for students to become highly proficient in literacy and in using English, thus further enabling them to fulfil their roles as Australian citizens. In the course of their study of Stage 6 English, students also become increasingly aware of their roles as global citizens, and of the relationship between Australia and peoples of other nations and cultures.

## **Difference and diversity ‡**

Students experience and value difference and diversity in their everyday lives. Age, beliefs, gender, disability, sexuality, language, socioeconomic status and race are some of the factors that comprise difference and diversity. In Stage 6 English, students have the opportunity to study ways in which issues related to such differences and diversity are represented in sophisticated and challenging literary texts, and in texts of other types. This imaginative investigation of complex ideas and emotions encourages the development of thoughtfulness and informed views, and an understanding of the features of a fair and just society that values difference and diversity.

## **Work and enterprise ★**

English provides opportunities for students to develop knowledge, understanding and skills required in the workplace and to develop values and attitudes about work. English develops many of the key skills required for effective participation in work environments, including literacy, working in groups and skills in acquiring, processing, assessing and communicating information, both orally and in a variety of written forms. Through the study of English, students also develop an understanding of the ways in which language is used for particular audiences, purposes and contexts. Additionally, the study of texts with workplace contexts expands students' understanding of the world of work. The communication skills developed through the study of English provide a platform for students to undertake future vocational education and training.



## ORGANISATION OF CONTENT

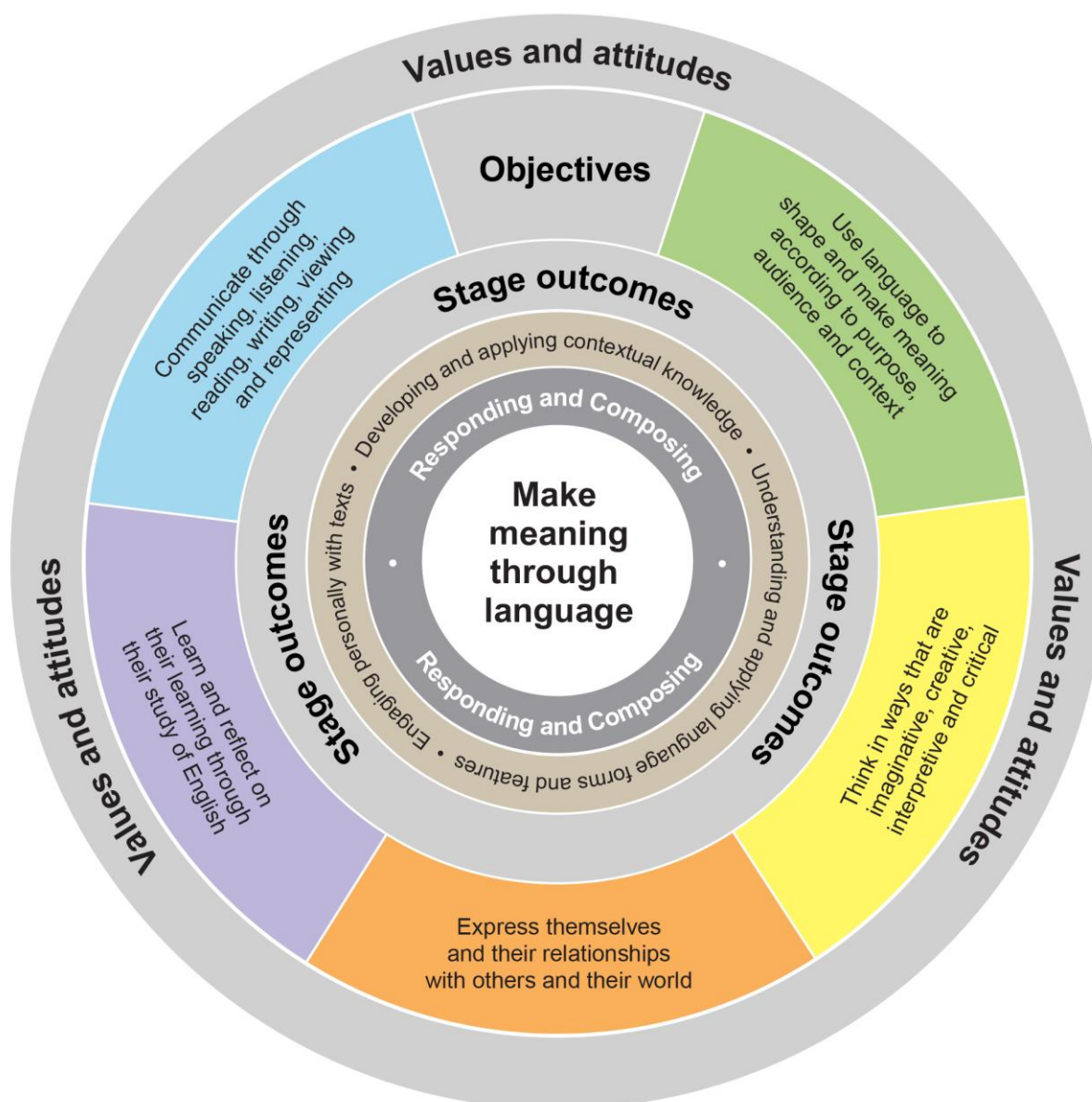


for your information

The following provides a diagrammatic representation of the relationships between syllabus content.



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## THE STUDY OF ENGLISH

Meaning is central to the study of English. The study of English makes explicit the language forms and processes of meaning. English Stage 6 develops this by encouraging students to explore, critically evaluate and appreciate a wide variety of the texts of Australian and other societies, in various forms and media, including multimedia.

The study of English involves exploring, responding to and composing texts

- in and for a range of personal, social, historical, cultural and workplace contexts
- using a variety of language modes, forms, features and structures.

Meaning is achieved through responding and composing, which are typically interdependent and ongoing processes.

## CONTENT AND THE USE OF TERMINOLOGY

### **Responding and composing**

In the English K–10 Syllabus, the study of English is an active pursuit where students use language to learn about language. The key processes of responding to and composing texts are central to students using language purposefully and meaningfully and engaging with a wide range of texts.

‘Responding’ is the activity that occurs as students read, listen to or view texts. It encompasses the personal and intellectual connection a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts. Responding typically involves:

- shaping and arranging textual elements to explore and express ideas, emotions and values
- identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.

In this syllabus, ‘composing’ is the activity that occurs as students produce written, spoken or visual texts. Composing typically involves:

- shaping, making and arranging textual elements to explore and express ideas, emotions and values
- processes of imagining, drafting, appraising, reflecting and refining
- knowledge, understanding and use of the language forms, features and structures of texts.

As students undertake the key processes of responding to and composing texts in their study of English, they undertake a number of other integrated and concurrent processes which also highlight the importance of students as active users and learners of language. The processes in this syllabus are intended to emphasise student agency through students developing and applying knowledge and understanding of context and language forms and features, and reflecting on their learning. In addition to the key processes of responding and composing, these processes include:

- engaging personally with texts
- developing and applying contextual knowledge
- understanding and applying knowledge of language forms and features.

The key processes also help to organise and emphasise content in this syllabus within and across stages of learning.

### **Use of terminology**

The generic terms ‘composer’ and ‘compose’ can be used in preference to ‘author’ and ‘create’ as used in the Australian curriculum. The use of the terms ‘composer’ and ‘compose’ does not preclude use of specific nomenclature such as ‘poet’, ‘writer’, ‘novelist’ or ‘playwright’ by teachers and students where appropriate.

# ENGLISH STANDARD YEAR 11 COURSE CONTENT



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## 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:

- > responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure EN11-1

**Related Life Skills outcomes:** EN6LS-1, EN6LS-2, EN6LS-3, EN6LS-4

## CONTENT

Students:

Engage personally with texts

- investigate, appreciate and enjoy a wide range of texts and different ways of responding 🖋️ 🎧 🎨
- compose personal responses to texts and consider the responses of others 📺 🧑

Develop and apply contextual knowledge

- identify and describe the contexts of composing and responding, including personal, social, historical, cultural and workplace contexts, and consider how these contexts impact on meaning 🌐 🌍 🗣️ ⚙️
- recognise the effects of their own contexts on their composing and responding
- analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001)

Understand and apply knowledge of language forms and features

- analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024) 🗣️
- explain how various language devices such as figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes

Respond to and compose texts

- develop creative and informed interpretations of texts supported by close textual analysis (ACELR062) ⚙️ 🗣️ 📺
- compose texts that integrate different modes and media for a variety of variety of audiences and purposes 📺 🗣️

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

## 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 and assesses processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN11-2

**Related Life Skills outcomes:** EN6LS-1, EN6LS-2, EN6LS-3, EN6LS-4





## CONTENT

Students:


Engage personally with texts

- appreciate the ways mode, medium and technology affect meaning and influence personal response 
- explore the ways different media and technologies influence the experience of a text, for example how reading pathways in digital texts can offer responders autonomy  













Develop and apply contextual knowledge

- consider the appropriateness of processes and technologies for particular purposes, audiences and contexts   
- assess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts (ACEEN003) 

Understand and apply knowledge of language forms and features

- consider how the reliability of texts is shaped and influenced by choices of medium
- experiment with and assess the effects of using multimodal and digital conventions, such as navigation, sound and image (ACEEN026) 

Respond to and compose texts

- locate suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information (ACEEA010)   
- use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style (ACEEN055)  
- use different processes and technologies, individually and in groups, to generate, investigate, clarify, organise, refine and present information and ideas    
- create a range of texts by drawing on a range of technologies in, for example, research, communication and representation of ideas (ACEEN012)   

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 6.4, 7.4, 8.4; Reading and Responding: 4.8, 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12.

## 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 3

### A student:

- > analyses and uses language forms, features and structures of texts, considering appropriateness for purpose, audience and context and explaining their effects on meaning EN11-3

**Related Life Skills outcomes:** EN6LS-5, EN6LS-6

## CONTENT

Students:

Engage personally with texts

- engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning 🌱

Develop and apply contextual knowledge

- analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example, personification, voice-over, flashback, salience (ACEEN002) 🌱🌱
- use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011) 🌱🌱
- appreciate the use of Standard Australian English for a variety of purposes, audiences and contexts 🌱
- understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity 🌱🌱

Understand and apply knowledge of language forms and features

- explore the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
- use accurate spelling, punctuation, syntax and metalanguage (ACEEN017) 🌱
- analyse and assess the interplay between imaginative, persuasive and interpretive techniques; for example, how anecdotes are used in speeches to amuse, inform or influence, or the use of characterisation in advertising (ACEEN030) 🌱🌱

Respond to and compose texts

- understand and explain how language forms, features and structures are effectively integrated in a range of quality literature and other texts
- use stylistic features to craft and communicate points of view (ACELR013) 🌱
- use language forms, features and structures to shape meaning, influence responses and achieve particular effects 🌱

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** and **Language structures and features** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 5.7, 6.6, 6.7, 7.6, 7.7; Writing: 4.10, 5.10, 5.11, 6.10, 6.11, 7.10, 7.11.



## 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 4

### A student:

- > applies knowledge, skills and understanding of language concepts into new and different contexts  
EN11-4

**Related Life Skills outcomes:** EN6LS-5, EN6LS-6

## CONTENT

Students:

Engage personally with texts

- transfer knowledge of language concepts to engage with unfamiliar textual forms or texts in unfamiliar contexts ⚙️ 📖

Develop and apply contextual knowledge

- appreciate and explain how composers may transform and adapt texts for different purposes, contexts and audiences, for example appropriations in popular culture 🌐
- transform and adapt texts for different purposes, contexts and audiences (ACEEN050)

Understand and apply knowledge of language forms and features

- use language features, including punctuation and syntax, for particular effects in new and different contexts ✨
- investigate text structures and language features related to specific genres for different purposes and audiences (ACEEN052) ⚙️

Respond to and compose texts

- transform and adapt texts by changing context, perspective or point of view ⚙️
- transform personal experience into imaginative texts for particular contexts and audiences ⚙️ 📖

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

## 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 5

### A student:

- > thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include thoughtful and detailed information, ideas and arguments EN11-5

**Related Life Skills outcomes:** EN6LS-7, EN6LS-8

## CONTENT

Students:

Engage personally with texts

- investigate a wide range of texts, including those by and about Aboriginal and Torres Strait Islander peoples, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways 🖐️🌐🌍
- investigate and reflect on the difference between initial personal response and more studied and complex response (ACELR003) ⚙️📚

Develop and apply contextual knowledge

- understand how the contexts of composers and responders influence their perspectives and ideas

Understand and apply knowledge of language forms and features

- understand and appreciate how different language forms, features and structures can be used to represent different ways of thinking 📌
- explore the effects of figurative and rhetorical devices, for example, emphasis, emotive language, metaphor and imagery in the construction of argument (ACEEN025) ✨⚙️📚

Respond to and compose texts

- select, interpret and draw conclusions about information and ideas in texts ⚙️📖
- make connections between information and ideas and synthesise these in a range of critical and creative texts ⚙️
- compose critical and creative texts that explore increasingly complex ideas
- compose logical, ordered and cohesive texts that build effective arguments in response to the ideas generated through texts.
- select and apply appropriate textual evidence to support arguments (ACEEN035) ⚙️📚🌟

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

## 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 6

### A student:



- > investigates and explains the relationships between and among texts EN11-6

**Related Life Skills outcomes:** EN6LS-7, EN6LS-8





## CONTENT

Students:



Engage personally with texts

- develop understanding of new texts by making connections with texts that are personally familiar  
 


Develop and apply contextual knowledge

- consider the importance of context in explaining the similarities and differences between and among texts 
- investigate the ways in which texts are influenced by other texts and by contexts (ACELR019)   

- examine how genres and their conventions have changed and adapted over time (ACEEN046) 

Understand and apply knowledge of language forms and features

- explore and analyse the similarities and differences in language forms, features and structures between and among texts 
- understand the uses and purposes of intertextuality, such as references to or appropriations of other texts 
- understand how texts conform to or challenge generic conventions through their language forms, features and structures

Respond to and compose texts

- describe and explain the connections between and among texts including the ways in which particular texts are influenced by other texts.
- experiment with composing imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes 

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EA/DL students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

## 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 7

### A student:

- > understands and explains the diverse ways texts can represent personal and public worlds  
EN11-7

**Related Life Skills outcomes:** EN6LS-9

## CONTENT

Students:

Engage personally with texts

- reflect on how their personal values and perspectives are confirmed or challenged through their engagement with a variety of texts including those by and about Aboriginal and Torres Strait Islander peoples 🖐️ 🧑
- relate their responses to texts to aspects of human experience

Develop and apply contextual knowledge

- identify and describe the social, moral and ethical positions represented in texts 🏠 🧑
- understand how contexts influence the perspectives represented in texts and how audiences respond to them 🖐️ 🧑 🏠 🏠

Understand and apply knowledge of language forms and features

- analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts 🖐️ 🧑
- analyse the impact of language and structural choices on shaping own and others' perspectives (ACEEN028) 🧑 🖐️ 🧑

Respond to and compose texts

- speculate on the possibility of different interpretations of texts when they are considered from different perspectives 🖐️ 🧑
- compose critical and creative texts that reflect particular values and perspectives, including their own 🧑 🧑

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.



## 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 8

### A student:

- > identifies and explains cultural assumptions in texts and their effects on meaning EN11-8

**Related Life Skills outcomes:** EN6LS-9

## CONTENT

Students:

Engage personally with texts

- identify cultural assumptions in their own texts and in their responses to the texts of others 🌐 🗣️

Develop and apply contextual knowledge

- recognise how context influences the cultural assumptions that underpin their own and others' compositions of, and responses to, texts 🌐 🗣️ 🗣️
- understand the contemporary application of Aboriginal protocols in the production of texts in order to protect Indigenous Cultural and Intellectual Property (ICIP) 🙌 ⚙️

Understand and apply knowledge of language forms and features

- assess and reflect on the ways values and assumptions are conveyed (ACELR058) ⚙️
- analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029) ⚙️

Respond to and compose texts

- analyse how language and argument can create or reflect bias that may shape cultural perspectives ⚙️ 🗣️
- analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and Torres Strait Islander peoples and people with Asian heritage, and consider the different ways these texts represent people, places and issues 🙌 🌐 🗣️ 🗣️
- describe and explain cultural assumptions in texts, including texts by and about Aboriginal and Torres Strait Islander peoples, and people with Asian heritage 🙌 🌐 🗣️

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

## 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 9

### A student:

- > reflects on, assesses and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner EN11-9

**Related Life Skills outcomes:** EN6LS-10

## CONTENT

Students:

Engage personally with texts

- Monitor and assess the various ways they approach their learning in English 🧠🌟
- use ICT tools strategically to support learning

Develop and apply contextual knowledge

- assess their own strengths and needs as learners and apply strategies to ensure their ongoing improvement ⚙️🧠🌟
- support the learning of others by objectively assessing their strengths and needs as learners and offering constructive feedback as appropriate ⚙️🌟
- choose individual and collaborative processes appropriate for particular learning contexts 🗣️🧠🌟

Understand and apply knowledge of language forms and features

- use and understand the value of writing as a reflective tool ⚙️
- select and use appropriate metalanguage and textual forms to assess and reflect on learning 🗣️🌟

Respond to and compose texts

- create texts reflecting on their own learning, considering how processes can be adjusted to ensure better learning outcomes 🗣️🧠🌟
- use constructive, critical feedback from others to improve learning, including their own composing and responding 🧠🌟
- assess the strengths and weaknesses of their own compositional style and amend compositions as a result of the process of feedback and reflection ⚙️🧠🌟

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.4, 6.4, 7.4, 8.4; Reading and Responding: 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12.

# YEAR 11 COMMON MODULE

## READING TO WRITE

### TRANSITION TO SENIOR ENGLISH

In this module, students undertake the intensive and close reading of a wide range of quality texts selected from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to analyse, evaluate and appreciate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers. Students read texts that are engaging thematically, aesthetically, stylistically and/or conceptually to inspire or provoke them to critique skilfully, or to respond imaginatively. Through the study of language and texts, students gain insights into the world around them, deepen their understanding of themselves and the lives of others and enhance their enjoyment of reading.

In the careful selection of quality texts that address the needs and interests of students, examples of critical and creative texts provide opportunities for students to increase their command of their own written expression, and empower them to develop the confidence, skills and agility to employ language precisely, appropriately and creatively for a variety of purposes.

Wide reading and reflections on these readings provides students with the opportunity to make deeper connections and identify distinctions between texts to enhance their understanding of how knowledge of language patterns, structures and features can be applied to unfamiliar texts. Through imaginative re-creation students deepen their engagement with texts and investigate the role of written language in different modes and how elements such as tone, voice and image contribute to the way that meaning is made. By exploring texts that are connected by form, point of view, genre or theme, students examine how purpose, audience and context shape meaning and influence responses.

Through responding and composing for a range of purposes and audiences students further develop skills in comprehension, analysis, interpretation and evaluation. They investigate how various language forms and features such as structure, tone, imagery and syntax are used for particular effect. They analyse and assess texts using appropriate terminology, register and modality. By reading and writing a range of complex texts they broaden the repertoire of their vocabulary and extend control of spelling, punctuation and grammar to gain further understanding of how their own distinctive voice may be expressed for specific purposes.

# MODULES

## MODULE A: CONTEMPORARY POSSIBILITIES

In this module, students extend their knowledge, understanding and appreciation of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts. They develop understanding of the creative possibilities made available through these rapidly evolving technologies in the ways we communicate and represent ideas and experiences.

Students engage in a detailed study of one substantial, complex digital or multimodal text as well as a range of texts that typically use contemporary technologies such as film, television, online news services and specific social media platforms. They apply their understanding of the nature, scope and ethical use of digital technology in their own responding and composing.

Students develop a deeper appreciation and understanding of the power of communication technologies to reach a broad audience for a range of purposes and the significance of this mode of communication in contemporary society. Through a close study of the selected texts students will appreciate the active roles of both composer and responder in controlling and choosing the reading pathways through texts. They analyse and interpret the ways composers use and manipulate a variety of aural, language and visual devices to shape our understanding of what we listen to, read or view and may explore notions of hybridity and intertextuality.

Through their responding and composing students gain increasing confidence in experimenting with a range of language and visual forms and features to create their own digital or multimodal texts to communicate their ideas; understanding the importance of creating a responsible digital footprint.

Through viewing, listening or reading students analyse and assess the text's specific features and form. They express their knowledge and understanding, clearly and concisely, using appropriate register, structure and modality. They independently and collaboratively plan, draft, appraise and refine their own responses to texts applying the conventions appropriate to form of syntax, spelling and grammar.

## MODULE B: CLOSE STUDY OF LITERATURE

In this module, students develop their knowledge and appreciation of a substantial literary print text. Through their close study of and personal responses to the text in its entirety, students develop an understanding of the ways that language forms and features can be used in literary texts.

Students study one literary print text, such as a prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. They identify, analyse and respond to the ways in which meaning is shaped in their text, examining the conventions that are particular to their chosen literary form, and the ways that authors use, manipulate and/or challenge those conventions.

Through their critical and creative responses to the text, students develop their understanding of the use and effects of style, tone and mood. They further develop their critical skills to analyse and assess the ways meaning is shaped and conveyed.

Through their engagement with the text and their own compositions, students further develop their personal connections with, and enjoyment of the text, enabling them to express their personal interpretation of its meaning and importance. They express their ideas clearly and cohesively using appropriate register, structure and modality. They plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately for their audience, context and purpose.

# ENGLISH STANDARD YEAR 12 COURSE CONTENT



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## 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:

- > independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN12-1

**Related Life Skills outcomes:** ESLS1, EN6LS-2, EN6LS-3, EN6LS-4

## CONTENT

Students:

Engage personally with texts

- develop deeper textual understanding that enhances enjoyment in composing and responding to a range of complex texts including those by and about Aboriginal and Torres Strait Islander peoples 🙌 ⚙️ 🧩
- compose considered and well-crafted personal responses to texts and critically consider the responses of others ⚙️ 🧩 📝

Develop and apply contextual knowledge

- examine the contexts of composing and responding, including personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts ⭐
- explain how and why texts influence and position readers and viewers (ACEEN040) ⚙️ 🗣️

Understand and apply knowledge of language forms and features

- analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024) ⚙️

Respond to and compose texts

- develop creative, informed and sustained interpretations of texts supported by close textual analysis (ACELR062) ⚙️ 📺 🧩
- compose texts that combine different modes and media for a variety of contexts, audiences and purposes 📺



## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

## 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, assesses and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies EN12-2

**Related Life Skills outcomes:** EN6LS-1, EN6LS-2, EN6LS-3, EN6LS-4



## CONTENT

Students:



Engage personally with texts

- appreciate the ways mode, medium and technology shape meaning and influence personal response  








Develop and apply contextual knowledge

- explain and assess the effects of technological forms and conventions on meaning in personal, social, historical, cultural and workplace contexts  
- analyse and assess how choice of mode and medium shapes the response of audiences (ACEEN003)

Understand and apply knowledge of language forms and features

- justify the use and assess the effects of using multimodal and digital conventions, such as navigation, sound and image (ACEEN026) 
- investigate the reliability of texts and how they may be shaped and influenced by choices of medium 
- analyse and assess the effects of the combination of linguistic, multimedial, interactive and navigational conventions on responses to texts

Respond to and compose texts

- independently use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style (ACEEN055)  
- use and assess different processes and technologies, individually and in groups, to generate, investigate, clarify, organise, refine and present information and ideas   
- compose and analyse texts in different modes, media and technologies for a variety of purposes  

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

## 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 3

### A student:

- > critically analyses and uses language forms, features and structures of texts, justifying appropriateness for purpose, audience and context and explaining their effects on meaning  
EN12-3

**Related Life Skills outcomes:** EN6LS-5. EN6LS-6

## CONTENT

Students:

Engage personally with texts

- engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning 🌟 🗣️

Develop and apply contextual knowledge

- understand and use language appropriately and effectively for particular purposes, such as making connections, questioning, challenging, analysing, speculating and generalising 🗣️ 🌟
- analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage (ACEEN002) 🌟 🗣️
- use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (ACEEN011) 🌟 🗣️ 🗣️
- appreciate the uses and value of Standard Australian English for a variety of purposes, audiences and contexts 🗣️ 🌟

Understand and apply knowledge of language forms and features

- explain the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005) 🌟 🗣️
- use accurate spelling, punctuation, syntax and metalanguage (ACEEN017) 🌟
- analyse, assess and experiment with the interplay between imaginative, persuasive and interpretive techniques 🗣️ 🌟 🗣️

Respond to and compose texts

- understand and appreciate how language forms, features and structures are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions 🌟 🗣️
- control language forms, features and structures of texts to shape meaning and influence responses 🌟 🗣️ 🗣️ 🗣️

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 6.4, 7.4, 8.4; Reading and Responding: 4.8, 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12.

## 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 4

### A student:

- > adapts and applies knowledge, skills and understanding of language concepts into new and different contexts EN12-4

**Related Life Skills outcomes:** EN6LS-5. EN6LS-6

## CONTENT

Students:

Engage personally with texts

- assess how their knowledge of language forms, features and structures helps them to engage with unfamiliar texts or textual forms ⚙️ 📺 📺

Develop and apply contextual knowledge

- analyse and appreciate how composers create new texts, or transform and adapt texts for different purposes, contexts and audiences ⚙️ 🌐
- adapt texts for different purposes, contexts and audiences (ACEEN050) ⚙️ ⚙️ ⭐

Understand and apply knowledge of language forms and features

- make imaginative use of language features, including punctuation and syntax, for particular effects (ACEEN051) ⚙️ ⚙️ ⭐
- use specific language concepts, such as rhetorical and literary devices, to communicate broad ideas for different purposes 📺 🗣️

Respond to and compose texts

- re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes 📺
- use and manipulate generic forms in a range of modes and media for different audiences and purposes 📺 🗣️
- use different ways of transforming experience and ideas into imaginative texts for particular audiences and contexts ⚙️ 📺

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

## 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 5

### A student:

- > thinks imaginatively, creatively, interpretively and discerningly to respond to and compose texts that include thoughtful and detailed information, ideas and arguments EN12-5

**Related Life Skills outcomes:** EN6LS-7, EN6LS-8

## CONTENT

Students:

Engage personally with texts

- investigate a wide range of texts, including those by and about Aboriginal and Torres Strait Islander peoples, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways 🖐️🧠⚙️
- appreciate the value of thinking about texts in different ways ⚙️🧠✎️

Develop and apply contextual knowledge

- analyse how the contexts of composers or responders influence their perspectives and ideas 🌐✎️

Understand and apply knowledge of language forms and features

- understand, assess and appreciate how different language forms, features and structures can be used to represent different perspectives and attitudes ⚙️✎️
- assess the effects of rhetorical devices, for example, emphasis, emotive language and imagery in the construction of argument (ACEEN025) ✎️⚙️🧠🗣️

Respond to and compose texts

- synthesise information and ideas for a range of purposes, including development of sustained, evidence-based, logical and complex argument (ACEENO71) ⚙️📄⚡
- use the information and ideas gathered from a range of texts to present perspectives in analytical, expressive and imaginative ways 📄🧠✎️⚡
- assess their own and others' justifications, evidence and point of view (ACELR064) ⚙️📄🧠✎️⚡



## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

## 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 6

### A student:

- > investigates and explains the relationships between and among texts EN12-6

**Related Life Skills outcomes:** EN6LS-7, EN6LS-8

## CONTENT

Students:

Engage personally with texts

- develop an increasing understanding and appreciation of new texts by making connections with texts that are personally familiar ⚙️ 🧩 📌

Develop and apply contextual knowledge

- explain similarities and differences between and among texts with reference to their contexts 🌐
- investigate the relationships between text and context by undertaking close analysis of texts (ACEEN060) 🌐

Understand and apply knowledge of language forms and features

- compare the forms, features and structures of texts from different contexts to draw conclusions about their effectiveness in communicating ideas ⚙️ 🌐 ⭐
- understand and explain the purposes of intertextuality, such as references to or appropriations of other texts ⚙️
- assess the ways in which texts conform to or challenge generic conventions through their language forms, features and structures ⚙️

Respond to and compose texts

- explain and assess the ways in which particular texts are influenced by other texts and contexts 🌐 🧩
- compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes ⚙️ 🗣️

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Communication** and **Language and cultural understanding** *ESL scales* strand organisers. See *ESL scales* outcomes for Oral Interaction: 5.1, 6.1, 7.1, 8.1; Reading and Responding: 4.5, 4.6, 5.5, 5.6, 6.5, 6.6, 7.5, 7.6; Writing: 4.9, 4.10, 5.9, 5.10, 6.9, 6.10, 7.9, 7.10.

## 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 7

### A student:

- > applies understanding of the diverse ways texts can represent personal and public worlds in their own responses EN12-7

**Related Life Skills outcomes:** EN6LS-9

## CONTENT

Students:

Engage personally with texts

- explain how their personal values and perspectives are confirmed or challenged through their engagement with a variety of texts, including those by and about Aboriginal and Torres Strait Islander peoples 🇺🇸 🇦🇺 🇯🇵

Develop and apply contextual knowledge

- assess the impact of context on shaping the social, moral and ethical positions represented in texts ⚙️ 🌐 🇺🇸
- explain how responses to texts vary over time and in different cultural contexts (ACEEN031) 🌐 🇺🇸

Understand and apply knowledge of language forms and features

- analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts ⚙️ 🌐 🇺🇸
- analyse and assess the impact of language and structural choices on shaping own and others' perspectives (ACEEN028) ⚙️ 🇺🇸 🇯🇵

Respond to and compose texts

- recognise and assess different interpretations of texts that derive from different perspectives ⚙️ 🇺🇸
- compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own 🇺🇸 ⚙️ 🇺🇸 🇯🇵
- analyse, explain and assess the ways ideas, voices and points of view are represented for particular purposes and effects (ACEEN029) 🇺🇸 🇺🇸 🇺🇸 🇺🇸

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

## 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 8

### A student:

- > explains and assesses cultural assumptions in texts and their effects on meaning EN12-8

**Related Life Skills outcomes:** EN6LS-9

## CONTENT

Students:

Engage personally with texts

- identify and question cultural assumptions and values in their own texts and in their responses to the texts of others 🌐 🗳️ 🗣️

Develop and apply contextual knowledge

- recognise and assess how context influences the explicit and implicit cultural assumptions that underpin their compositions and their own and others' responses to texts 🌐 🗳️ 🗣️
- understand the contemporary application of Aboriginal protocols in the production of texts for the purpose of Indigenous Cultural and Intellectual Property (ICIP) protection 🗳️ ⚙️

Understand and apply knowledge of language forms and features

- assess and reflect on the ways values and assumptions are conveyed (ACELR058) 🗳️ ⚙️ 🌐
- assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view (ACEEN064) ⚙️

Respond to and compose texts

- analyse how language and argument can create or reflect bias that may shape cultural perspectives 🌐 ⚙️ 🗳️ 🗣️
- analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and Torres Strait Islander peoples, and people with Asian heritage, and assess the different ways these texts represent people, places and issues 🗳️ ⚙️ ⚙️ 🌐
- analyse and assess cultural assumptions in texts, including texts by and about Aboriginal and Torres Strait Islander peoples and people with Asian heritage 🗳️ ⚙️ ⚙️ 🌐

## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Language and cultural understanding** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.2, 6.2, 7.2, 8.2; Reading and Responding: 4.6, 5.6, 6.6, 7.6; Writing: 4.10, 5.10, 6.10, 7.10.

## 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 9

### A student:

- > reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner EN12-9

**Related Life Skills outcomes:** EN6LS-10

## CONTENT

Students:

Engage personally with texts

- monitor and assess the effectiveness of their various learning strategies in English 🧠 ⭐
- recognise that reading, viewing and listening is an active and interactive process in which personal experiences and expectations influence understanding and interpretation

Develop and apply contextual knowledge

- assess their own strengths and needs as learners and apply strategies for ongoing improvement 🧠 ⭐
- support the learning of others by objectively assessing their strengths and needs as learners and offering constructive feedback as appropriate 🧠 ⚙️ ⭐
- assess individual and collaborative processes appropriate for particular learning contexts 🧠 ⭐
- assess how technology can be used to enhance their learning ⚙️ 📺 🧠

Understand and apply knowledge of language forms and features

- understand and use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others 📺 🧠 ⭐

Respond to and compose texts

- use writing as a tool to reflect on their own learning, assessing how processes can be adjusted to ensure better learning outcomes ⚙️ 🧠
- use critical and constructive feedback from others to improve learning, including their composing and responding 🧠 ⭐
- assess the strengths and weaknesses of their own compositional style and improve compositions as a result of the process of reflection 🧠 ⭐



## ESL SCALES

The levels on the *ESL scales* needed to achieve this English syllabus outcome are **Writing level 7**, **Reading and Responding level 7** and **Oral Interaction level 8**.

An EAL/D student at this stage of schooling may be assessed at a range of levels on the *ESL scales* **Writing** and **Reading and Responding strands from Beginning level 1 to level 7** and **Oral Interaction strand from level 1 to level 8**. Teachers plan a learning pathway for EAL/D students using the *ESL scales* outcomes and pointers. Teachers assess EAL/D students' current level of English on the *ESL scales* then plan teaching and learning activities to scaffold learning for students working towards the achievement of English syllabus outcomes.

For EAL/D students to achieve this English syllabus outcome the teaching focus and pathway of learning will be mainly within the **Strategies** *ESL scales* strand organiser. See *ESL scales* outcomes for Oral Interaction: 5.4, 6.4, 7.4, 8.4; Reading and Responding: 5.8, 6.8, 7.8; Writing: 4.12, 5.12, 6.12, 7.12.

# YEAR 12 COMMON MODULE

## TEXTS AND HUMAN EXPERIENCES

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms and media.

Students undertake study of one prescribed text and a range of short texts that provide opportunities to further explore representations of human experiences illuminated in the prescribed text. They make increasingly informed judgements about how aspects of these texts, such as context, purpose, structure, stylistic and grammatical features, and form shape meaning.

Students explore how these texts can give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time in expressing and reflecting particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various language devices, modes and media to formulate a personal response to texts.

By responding and composing throughout the module students further develop skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements. Students further develop skills in using appropriate terminology, correct grammar and syntax to analyse language and express a personal perspective about a text.

Students read widely throughout the module and draw from personal experience to make connections between themselves, the world of the text and their wider world.

# MODULES

## MODULE A: LANGUAGE, IDENTITY AND CULTURE

Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken and visual texts can shape their self-perception. They also consider the impact texts have on shaping individuals, or communities, sense of identity. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.

Students study one prescribed text in detail, as well as a selection of related material to explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts. In addition, students will explore texts of their own choosing relevant to the module. They investigate how textual forms and conventions, as well as language structures and features, are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other people and perspectives on culture.

Through reading, viewing and listening, students analyse, assess and critique the specific language features and form of texts. In their responding and composing students develop increasingly complex arguments and express their ideas clearly and cohesively using appropriate register, structure and modality. Students also experiment with language and form to compose imaginative texts that explore representations of identity and culture, including their own. Students draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately and for particular effects.

## MODULE B: CLOSE STUDY OF LITERATURE

In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of thoughtful personal responses to the text in its entirety, students explore and analyse the particular characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.

Students study one text chosen from the list of prescribed texts. They engage in the extensive exploration and interpretation of the text and the ways composers portray people, ideas and events in texts. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to it. Students produce critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features.

Through reading, viewing or listening, students analyse, assess and comment on the text's specific language features and form. They express increasingly complex ideas, clearly and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Through their analyses and assessment of the text and their own compositions, students further develop their personal and intellectual connections with, and enjoyment of the text, enabling them to express their informed personal interpretation of its significance and meaning.

## MODULE C: THE CRAFT OF WRITING

In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers in their crafting of quality texts. They write for a range of authentic audiences and purposes to effectively convey ideas with power and increasing precision.

Students explore and analyse at least two challenging short prescribed texts as well as texts from their own wide reading, as models and stimulus in the development of their own written expression. They examine how writers of fiction, nonfiction and poetry use language creatively and imaginatively for a range of purposes, to express insight, evoke emotion, describe the world around them or invite audiences to share a vision.

Through the study of texts drawn from enduring, quality texts of the past as well as from recognised contemporary works students comprehend, analyse and appreciate the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students engage with and reflect on the complex and recursive process of writing to further develop their ability to apply knowledge of texts in their own written compositions.

During the pre-writing stage, students generate and explore ideas through discussion and the compilation of written ideas and speculations. Throughout the stages of drafting and revising, students experiment with a range of language forms and features such as imagery, voice, characterisation, dialogue and tone. Students consider purpose and audience to carefully shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing crafted, imaginative, discursive, persuasive and informative texts.

*Note:* Students may re-visit prescribed texts from other modules to enhance their experiences of quality writing.

This module may be studied concurrently with the Common Module and Modules A and B.

# GLOSSARY



for your information

The glossary explains terms that will assist teachers in the interpretation of the subject. The glossary will be based on the NSW English K–10 glossary and the Australian curriculum senior secondary years Essential English glossary.



consult

*\*Indicates new or updated glossary items*

Glossary term	Definition
<b>Aboriginal Cultural Protocols*</b>	Aboriginal Cultural Protocols describe appropriate ways of behaving, communicating and showing respect for diversity of histories and cultures. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community. Protocols inevitably vary between communities, and between people within a community. In establishing partnerships between Aboriginal communities and industries or professions, it is especially important that protocols are acknowledged and respected.
<b>Aboriginal English</b>	Aboriginal English is a dialect of Standard Australian English. It is a distinctly Aboriginal kind of English and is a powerful vehicle for the expression of Aboriginal identity (see Diane Eade 1995, <i>Aboriginal English</i> , Board of Studies NSW, Sydney).
<b>active listening</b>	A formal listening technique that develops communication skills through the processes of understanding information, remembering and retaining it and responding appropriately.
<b>active voice</b>	(see voice)
<b>adjective</b>	A word class that describes a noun to add extra meaning. Different types of adjectives include: <ul style="list-style-type: none"> <li>• possessive adjectives, for example <i>my, his, her</i></li> <li>• numbering adjectives, for example <i>two, many, lots of</i></li> <li>• describing adjectives, for example <i>big, old, yellow, beautiful</i></li> <li>• comparing adjectives, for example <i>more delicate, best, bigger</i></li> <li>• classifying adjectives, for example <i>Persian cat, air transport</i>.</li> </ul>
<b>adverb</b>	A word class that modifies: <ul style="list-style-type: none"> <li>• a verb, for example 'She sings <i>beautifully</i>.'</li> <li>• an adjective, for example 'He is <i>really</i> interesting.'</li> <li>• another adverb, for example 'She walks <i>very</i> slowly.'</li> </ul> In English many adverbs have an <i>-ly</i> ending.

Glossary term	Definition
<b>adverbial</b>	<p>An adverbial phrase or clause contributes additional information to the main clause. Generally, these will answer the questions:</p> <ul style="list-style-type: none"> <li>• how, for example 'They walked to town <i>very quickly</i>.'</li> <li>• when, for example 'She had dinner <i>after everyone had left</i>.'</li> <li>• where, for example 'I spoke with him <i>outside the house</i>.'</li> <li>• why, for example 'Tom felt tired <i>because he had run a marathon</i>.'</li> </ul> <p>An adverbial can also contribute evaluative interpersonal meaning to a clause, for example '<i>Frankly</i>, I don't care'. Adverbs, adverb groups, prepositional phrases, nouns and noun groups can function as adverbials.</p>
<b>aesthetic</b>	<p>Relating to a sense of beauty or an appreciation of artistic expression. The selection of texts that are recognised as having aesthetic or artistic value is an important focus of the study of literature.</p>
<b>allegory</b>	<p>A story in prose fiction, poetry, drama or visual language that has more than one level of meaning. The characters, events and situations can represent other characters, events and situations. For example, the witch trials in <i>The Crucible</i> are an allegory of the US HUAC hearings in the 1950s. Allegories often represent moral or political situations.</p>
<b>alliteration</b>	<p>The recurrence, in close succession, of the same consonant sounds at the beginning of words. In 'ripe, red raspberry', the repetition of the 'r' sound creates a rich aural effect, suggesting the lusciousness of the fruit.</p>
<b>allusion</b>	<p>A deliberate and implicit reference to a person or event, or a work of art which draws on knowledge and experiences shared by the composer and responder.</p>
<b>alphabetic principle</b>	<p>The awareness of the systematic relationship between letters and sounds. This involves understanding that letters represent sounds, that speech can be turned into print and that print can be turned into speech.</p>
<b>alternative readings</b>	<p>Interpretations of a text that vary from the most widely understood or traditional interpretations. For example, <i>Wuthering Heights</i> is traditionally read as a novel about intense human relationships but contemporary alternative readings include a political reading (seeing it as a novel of social class and bourgeois exploitation in Victorian England) and a gendered reading (seeing it as a novel of gender stereotypes).</p>
<b>analogy</b>	<p>A comparison demonstrating the similarities between two things, people or situations. It is a device to clarify an idea through a connection. Analogies are often used in persuading, explaining or arguing a point.</p>
<b>animation</b>	<p>A simulation of movement created by displaying a series of pictures, or frames, for example a cartoon.</p>

Glossary term	Definition
<b>antonym</b>	A word or word group with a meaning opposite to that of another word or word group, for example <i>hot</i> (cold), <i>go away</i> (come back).
<b>apostrophe (')</b>	A punctuation marker used to: <ul style="list-style-type: none"> <li>indicate possession, for example 'Rosie's cup'. Note: an apostrophe attaches to nouns, not possessive pronouns such as <i>hers</i>, <i>his</i>, <i>its</i>, <i>theirs</i>, <i>ours</i>.</li> <li>indicate missing letters or numbers in a contracted expression, for example 'He's gone home', 'It's news to me'.</li> </ul>
<b>apposition</b>	When one noun group immediately follows another with the same reference, they are said to be in apposition, for example 'our neighbour, Mr Grasso ...', 'Canberra, the capital of Australia ...'.
<b>appreciation</b>	The act of discerning quality, value and enjoyment in imaginative, informative and persuasive texts.
<b>appropriation</b>	Taking an object or text from one context and using it in another context. The process can allow new insights into the original text or object and emphasise contextual differences. Appropriation also gives extra insight into the newly created or used text or object. Texts can be appropriated for a range of purposes, including satirical criticism, consideration of existing ideas in a new context and exploration of cultural assumptions. The mass media frequently appropriate words, images and icons from other cultural contexts. Films and novels are often appropriations of earlier texts.
<b>argument</b>	The reasons and evidence given to support an idea or a proposition.
<b>article</b>	There are three articles in the English language: <i>a</i> , <i>an</i> , <i>the</i> . Articles are placed before nouns and form part of the noun group when referring to either a specific person or thing ( <i>the</i> ) or a non-specific person or thing ( <i>a</i> , <i>an</i> ). <i>The</i> is called a definite article; <i>a</i> and <i>an</i> are called indefinite articles.
<b>audience</b>	The intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing.
<b>author</b>	The composer or originator of a work (for example a novel, play, poem, film, website, speech, essay, autobiography). <i>Author</i> is most commonly used in relation to novels.
<b>auxiliary verb</b>	A verb that gives further semantic or syntactic information about a main or full verb. The most common auxiliary verbs are <i>be</i> , <i>do</i> and <i>have</i> . Note that they are only auxiliary verbs when connected to another verb. They can be used as verbs on their own. <i>Will</i> and <i>shall</i> are auxiliary verbs used to express future time. Modal auxiliaries such as <i>shall</i> , <i>could</i> and <i>might</i> also operate to adjust verb meanings.
<b>bias</b>	In argument or discussion, to favour one side or viewpoint by ignoring or excluding conflicting information; a prejudice against something.



Glossary term	Definition
<b>body language</b>	A form of non-verbal communication which consists of body movements and postures, gestures, facial expressions, and eye and mouth movements, for example crossed arms or leaning away from or towards another person.
<b>brackets</b>	(see parentheses)
<b>breadcrumb trail</b>	A method for providing ways to navigate through a website. The breadcrumb trail shows where users are, how they got there, and how to move back to the places they have been. An example of a breadcrumb trail is: Home > Products > Purchase > Checkout.
<b>camera angle</b>	The angle at which the camera is pointed at the subject. It is the perspective from which the camera shoots and from which the viewer ultimately sees the image. Vertical angle can be low, level or high. Horizontal angle can be oblique (side on) or frontal.
<b>clause</b>	<p>A clause is a complete message or thought expressed in words. The essential component of a clause is a finite verb or verb group, for example 'She <i>played</i> in the sandpit', 'Duc <i>was running</i> home'.</p> <ul style="list-style-type: none"> <li>• A <i>main clause</i> (also known as a principal or independent clause) is a clause that can stand alone as a complete sentence, though it may be joined with other clauses, for example 'The child <i>came first</i>'.</li> <li>• A <i>subordinate clause</i> (also known as a dependent clause) is a group of words that cannot stand alone or make complete sense on its own. It needs to be combined with a main clause to form a complete sentence. Subordinate clauses will usually be adjectival or adverbial clauses.</li> <li>• An <i>adjectival clause</i> is a clause that provides information which defines the qualities or characteristics of the person or thing named. It usually begins with a relative pronoun and is sometimes called a relative clause, for example 'The child <i>who had the red top</i> came first'.</li> <li>• An <i>adverbial clause</i> is a clause that modifies the verb in the main clause, for example 'The child came first <i>because he was the fastest runner</i>'.</li> <li>• An <i>embedded clause</i> occurs within the structure of another clause, often as a qualifier to a noun group, for example 'The man <i>who came to dinner</i> is my brother'.</li> </ul>
<b>cohesion</b>	That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through shaping the form, creating a structure that the responder can recognise and use to navigate the text, and using features of language that link the various parts of the text into a complete whole. These features can include connectives such as 'furthermore' and 'therefore', cross-references to different parts of the text, and reiteration of the title or terms of the topic or question being addressed in the text.

Glossary term	Definition
<b>cohesive links</b>	Those language features that help to develop unity within a text. Cohesion can involve referring words such as pronouns, for example ' <i>Tony</i> wanted to escape but <i>he</i> couldn't run', or content words that are related in various ways, for example ' <i>Tony</i> wanted to escape but <i>was too tired</i> to run'.
<b>collaborative learning</b>	An approach to teamwork that enables students to combine their individual skills and resources to generate creative solutions to problems.
<b>collocation*</b>	Words that commonly occur in close association with one another (for example, 'blonde' goes with 'hair', 'butter' is 'rancid' not 'rotten', 'salt and pepper' not 'pepper and salt'.
<b>colloquial</b>	Informal expression of language, characteristic of speech and often used in informal writing. The register of everyday speech.
<b>colon (:)</b>	A punctuation convention used to separate a general statement from one or more statements that provide additional information, explanation or illustration. The statements that follow the colon do not have to be complete sentences. They will generally form a list and may be set out in dot points.
<b>comma (,)</b>	A punctuation marker used to indicate the grammatical organisation of sentences. Commas are used in sentences: <ul style="list-style-type: none"> <li>to indicate separation between parts of a sentence such as clauses or phrases where such separation is important to the meaning, for example '<i>Children, who cannot lift such heavy weights, will not be allowed to participate</i>', '<i>Children who cannot lift such heavy weights will not be allowed to participate</i>'.</li> <li>to separate words, phrases or numbers in a series, for example '<i>Children like to eat apples, bananas, oranges and watermelons</i>'.</li> </ul>
<b>command (or imperative)</b>	A sentence that gives direction or seeks an active response, for example ' <i>Leave now!</i> ', ' <i>Go!</i> ' Commands always end with an exclamation mark.
<b>communication technologies*</b>	An overarching term encompassing the technologies (applications and devices) that facilitate wide scale communication. These may include film, websites, email and social networking platforms.
<b>complex sentence</b>	(see sentence)
<b>composing</b>	The activity that occurs when students produce written, spoken or visual texts. Composing typically involves: <ul style="list-style-type: none"> <li>the shaping and arrangement of textual elements to explore and express ideas, emotions and values</li> <li>the processes of imagining, organising, analysing, drafting, appraising, synthesising, reflecting and refining</li> <li>knowledge, understanding and use of the language forms, features and structures of texts</li> <li>awareness of audience and purpose.</li> </ul>

Glossary term	Definition
<b>composition</b>	The combination and integration of the various elements of an image into a whole text.
<b>compound sentence</b>	(see sentence)
<b>compound word</b>	A word consisting of two or more words that has a meaning different from that of the individual words, for example <i>farmyard</i> .
<b>comprehension strategies</b>	Strategies and processes by which readers bring meaning to and extract meaning from texts. Key comprehension strategies include: <ul style="list-style-type: none"> <li>• activating and using prior knowledge</li> <li>• identifying literal information explicitly stated in the text</li> <li>• making inferences based on information in the text and their own prior knowledge</li> <li>• predicting likely future events in a text</li> <li>• visualising by creating mental images of elements in a text</li> <li>• summarising and organising information from a text</li> <li>• integrating ideas and information in texts</li> <li>• critically reflecting on content, structure, language and images used to construct meaning in a text.</li> </ul>
<b>concepts about print</b>	Concepts about how English print works. They include information about where to start reading and how the print travels from left to right across the page. Concepts about print are essential for beginning reading.
<b>conjunction</b>	A word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two major types of conjunctions for linking messages: <ul style="list-style-type: none"> <li>• coordinating conjunctions link words, phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions such as <i>and, or, but</i></li> <li>• subordinating conjunctions introduce certain kinds of subordinate clauses. They include words such as <i>that, whether (or if), while, after, when, because, if</i> (in the conditional sense) and serve to mark the kind of subordinate clause introduced.</li> </ul>
<b>connective</b>	Words which link paragraphs and sentences in logical relationships of time, cause and effect, comparison or addition. Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows: <ul style="list-style-type: none"> <li>• temporal – to indicate time or sequence ideas, for example <i>first, second, next</i></li> <li>• causal – to show cause and effect, for example <i>because, for, so</i></li> <li>• additive – to add information, for example <i>also, besides, furthermore</i></li> <li>• comparative – for example <i>rather, alternatively</i></li> <li>• conditional/concessive – to make conditions or concession, for example <i>yet, although</i></li> <li>• clarifying – for example <i>in fact, for example</i>.</li> </ul>

Glossary term	Definition
<b>connotation</b>	The nuances or shades of meaning attached to words, beyond that of their literal or dictionary meanings. Connotations may be positive, negative or neutral.
<b>context</b>	The range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed.
<b>contraction</b>	A contraction is a shortened form of one or two words (one of which is usually a verb). In a contraction, an apostrophe takes the place of the missing letter or letters. Some contractions are: <i>I'm</i> (I am), <i>can't</i> (cannot), <i>how's</i> (how is), and <i>Ma'am</i> (Madam).
<b>convention</b>	An accepted language practice that has developed over time and is generally used and understood, for example use of punctuation.
<b>coordinating conjunctions</b>	Words that link phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions such as <i>and</i> , <i>or</i> , <i>either/neither</i> , <i>but</i> , <i>so</i> and <i>then</i> (see conjunction).
<b>create/compose</b>	Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.
<b>creating/composing</b>	'Creating' refers to the development and/or production of spoken, written, visual or multimodal texts in print, graphic or digital forms.
<b>creativity</b>	The dynamic process of using language to conceptualise, interpret and synthesise ideas in order to develop a 'product'.
<b>critical</b>	Exploration of the quality of argument, content, analysis, information or persuasion in oral, visual or written text, to assess the way in which themes, issues or ideas are presented for the audience and purposes intended.
<b>cultural assumption</b>	Beliefs or attitudes about such things as gender, religion, youth, age, disability, sexuality, social class and work that are taken for granted as being part of the fabric of the social practices of a particular culture. Cultural assumptions underlie cultural expressions in texts and may also be embedded in texts in various ways.
<b>cultural expression</b>	The articulation or representation of beliefs, practices or attitudes pertaining to a particular culture.
<b>culture</b>	The social practices and ways of thinking of a particular people or group, including shared beliefs, values, knowledge, customs, lifestyle and artefacts.
<b>dash (–)</b>	A punctuation marker used to indicate a break or pause in a sentence or to begin and end a parenthetical clause. It is increasingly used in formal and informal writing where traditionally a colon, semicolon or comma may have been used, for example in a parenthetical clause.

Glossary term	Definition
<b>decode</b>	The process in which knowledge of letter–sound relationships, including knowledge of letter patterns, is used to identify written words.
<b>dependent clause</b>	(see clause)
<b>design</b>	The way particular elements are selected, organised and used in the process of text construction for particular purposes. These elements might be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page, screen or 3D) and multimodal (a combination of more than one).
<b>dialect</b>	The forms of a given language which differ from one another in details of sound system, vocabulary and grammar, each of which is usually to be found in a particular region or social class.
<b>digital texts</b>	Audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature (e-books) and apps.
<b>digraph</b>	Two letters that represent a single sound (phoneme). Vowel digraphs are two vowels (oo, ea). Consonant digraphs have two consonants (sh, th). Vowel/consonant digraphs have one vowel and one consonant (er, ow).
<b>directionality</b>	The direction in which English print is read. Early readers need to learn where to start reading and in which direction the print travels, noting that other languages may not follow this convention.
<b>discourse markers*</b>	Words and phrases used in speaking and writing to ‘signpost’ discourse by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only (for example, ‘actually’, ‘so’, ‘OK’, ‘right?’, ‘anyway’).
<b>e-literature</b>	The electronic publication of literature using the multimedia capabilities of digital technologies to create interactive and possibly non-linear texts, through combining written text, movement, visual, audio and spatial elements. It may include hypertext fiction, computer art installations, kinetic poetry and collaborative writing projects allowing readers to contribute to a work. E-literature also includes texts where print meanings are enhanced through digital images and/or sound and literature that is reconstituted from print texts, for example online versions of <i>The Little Prince</i> or <i>Alice in Wonderland</i> . In the form of e-books they are constructed to be read through e-readers and electronic tablets.
<b>electronic media</b>	Media technology, such as television, the internet, radio and email, that communicates with large numbers of people. Much electronic media will be interactive.

Glossary term	Definition
<b>ellipsis</b>	<p>Ellipsis is the omission of words where:</p> <ul style="list-style-type: none"> <li>words repeat what has gone before and these terms are simply understood, for example 'The project will be innovative. To be involved (<i>in the project</i>) will be exciting.'</li> <li>a word like <i>one</i> is substituted for a noun or noun group, as in 'There are lots of apples in the bowl. Can I have one?' (<i>of them</i>)</li> <li>a cohesive resource binds text together and is commonly used in dialogue for speed of response, for example (<i>Do you</i>) 'Want a drink?'/ 'Thanks' (<i>I would like a drink</i>)</li> <li>three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu</li> <li>the points of ellipsis take the place of sections of text when quoting from a source.</li> </ul>
<b>email</b>	Electronic mail. Correspondence sent and received using electronic addresses, including messages, documents and graphics.
<b>emotive language</b>	Language that creates an emotional response.
<b>etymology</b>	The origins of, and changes to, words in relation to meaning, for example words derived from earlier or other languages, place names, words derived from people's names, coinages (for example <i>googling</i> ). (See word origin.)
<b>evaluative language</b>	Positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgements about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. It includes evaluative words. The language used by a speaker or writer to give a text a particular perspective (for example judgemental, emotional, critical) in order to influence how the audience will respond to the content of the text.
<b>everyday and workplace texts</b>	Texts that communicate in everyday situations and workplaces. Everyday and workplace texts are composed with a sensitivity to the broad range of language competencies among the intended audience, and the contexts within which they are placed. Examples of everyday texts include road signs, information texts provided by government departments and instructions on appropriate behaviour in places like schools, restaurants and parks. Examples of workplace texts include safety signs, information texts relating to workplace procedures, and texts that use the jargon of the workplace.
<b>exclamation mark (!)</b>	A punctuation marker used at the end of a sentence to emphasise the emotion or feeling that is contained in the sentence. In some forms, such as personal letters, it may be used to strengthen the humorous element in a sentence, for example 'We found the cat asleep in the rubbish bin!' Exclamation marks are always used at the end of sentences containing a command – Go!

Glossary term	Definition
<b>figurative language</b>	Words or phrases used in a way that differs from the expected or everyday usage. Figurative language creates comparisons by linking the senses and the concrete to abstract ideas. Words or phrases are used in a non-literal way for particular effect, for example simile, metaphor, personification. Figurative language may also use elements of other senses, as in hearing with onomatopoeia, or in combination as in synaesthesia.
<b>finite verbs</b>	Verbs that have a specific tense and a subject with which they grammatically agree (see verb). A complete sentence must contain a finite verb.
<b>fluency</b>	Ease of flow, for example in talking, reading, handwriting and spelling.
<b>framing</b>	The way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness.
<b>full stop (.)</b>	A punctuation marker used to indicate the end of a sentence that is a statement or command, for example 'Maria came into the room.', 'Come into the room, Maria.'
<b>gaze</b>	The directed look of either a viewer or figure in an image, including demand and offer.
<b>gender</b>	<ul style="list-style-type: none"> <li>• In text study, exploration of the way notions of gender identity are constructed by the language and values of the text.</li> <li>• In grammar, a requirement for agreement between nouns, adjectives, verbs and pronouns that must agree when they are referring to males or females.</li> </ul>
<b>genre</b>	The categories into which texts are grouped. The term has a complex history within literary and linguistic theory and is often used to distinguish texts on the basis of, for example, their subject matter (detective fiction, romance, science fiction, fantasy fiction) and form and structure (poetry, novels, short stories).
<b>grammar</b>	The structure of the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the construction of words (graphemes), the word, the sentence and the text.
<b>grammatical/syntactical information</b>	Information about language structure in comprehending a text, for example sentence structure, text organisation and word order.
<b>grapheme</b>	A letter or combination of letters that corresponds to or represents phonemes, for example the <i>f</i> in frog, the <i>ph</i> in phone, the <i>gh</i> in cough.

Glossary term	Definition
<b>graphological</b>	Visual information about words and texts in print, for example letter sequences, punctuation. The 26 letters that make up the English alphabet are the basic data of the system of writing and reading. Each individual word in a printed text is visually identifiable because it is made up of a unique subset and sequence of these letters. In the reading process graphological knowledge involves identification of printed words through visual processing. The visual processing system gradually builds up detailed images of a growing number of words that it can process automatically (with the aid of other processing systems). Accuracy, fluency and, eventually, automatic recognition of words by sight depend greatly on the completeness and rapidity of one's visual memory of the words. In early processing, the whole word is recognised as an image, but later processing involves combining letter sequences, use of which is facilitated by phonological knowledge. Graphological knowledge is also required for spelling and handwriting.
<b>graphophonic knowledge</b>	The knowledge of how letters in printed English relate to the sounds of the language.
<b>handwriting</b>	The production of legible, correctly formed letters by hand with the assistance of writing tools.
<b>high-frequency sight words</b>	The most common words used in written English text. They are sometimes called 'irregular words' or 'sight words'. Many common or high-frequency words in English are not able to be decoded using sound–letter correspondence because they do not use regular or common letter patterns. These words need to be learned by sight, for example <i>come, was, were, one, they, watch, many, through</i> .
<b>home language</b>	A language acquired and used in the home or community by members of a family, for example speaking Mandarin at home in an English-speaking country.
<b>homograph</b>	A word with the same spelling as another, but of different origin and meaning, for example <i>wind</i> (the wind blows), <i>wind</i> (wind the clock).
<b>homonym</b>	A word having the same sound and the same spelling, but a different meaning, for example <i>strike</i> (verb), <i>strike</i> (noun).
<b>homophone</b>	A word having the same sound as another but different spelling and meaning, for example <i>bear, bare</i> .
<b>hybrid texts</b>	Composite texts resulting from mixing elements from different sources or genres (for example infotainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print.
<b>hyperlink</b>	An area of a web page or email (either text or an image) that the user can click on in order to go to another item or source of information.



Glossary term	Definition
<b>hyphen (-)</b>	A punctuation marker used to indicate that a word is divided. The hyphen is placed between syllables or, in the case of compounds, between the parts of the word, for example <i>role-play</i> , <i>self-correcting</i> , <i>pre-eminent</i> . In print it may be used to break a word across a line to ensure a consistent right margin.
<b>icon</b>	An image or likeness that carries meaning beyond its literal interpretation. The cross is an icon that represents Christianity, the Sydney Opera House is an icon that represents Sydney or Australia. The meaning of 'icon' has also broadened to refer to an image or likeness that is admired and valued because of the qualities inherent in what it represents. So, for example, leading figures in popular culture enjoy iconic status when they are seen as representing admired qualities such as intelligence, creativity, leadership, courage, talent, physical strength, grace or endurance.
<b>iconography</b>	The visual images and symbols associated with a particular person, place, event, situation or concept.
<b>idiom</b>	An expression peculiar to a language, that cannot be taken literally, for example 'I've got a frog in my throat'.
<b>idiomatic expressions</b>	Words or ways of speaking which are peculiar to a language or area. The users of the text understand it to mean something other than its literal translation. Idiomatic expressions give a distinctive flavour to speech or writing, for example 'on thin ice', 'fed up to the back teeth'. They can be over-used, to the point of cliché.
<b>imagery</b>	The use of figurative language or illustrations to represent objects, actions or ideas.
<b>imaginative</b>	The ability to use the mind for a wide array of purposes. These purposes include, but are not limited to, creating and forming images, ideas and thoughts, developing new insights, reflecting on one's own self and others, and solving problems.
<b>imaginative text</b>	(see types of texts)
<b>Indigenous Cultural and Intellectual Property (ICIP)*</b>	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.
<b>indirect speech</b>	(see reported speech)
<b>inference</b>	The process of drawing conclusions based on evidence from a text.
<b>informative text</b>	(see types of texts)
<b>interpretive</b>	Responding to a text in order to draw meaning from it.

Glossary term	Definition
<b>intertextuality</b>	The associations or connections between one text and other texts. Intertextual references can be more or less explicit and self-conscious. They can take the form of direct quotation, parody, allusion or structural borrowing (see appropriation).
<b>intonation</b>	The pattern of pitch changes revealed in speech.
<b>irony</b>	A clash between what the words say and what they mean. Irony has three forms: <ul style="list-style-type: none"> <li>• rhetorical irony – saying something contrary to what is meant, for example 'I had a great time' (<i>I was bored</i>)</li> <li>• dramatic irony – stating or doing something unaware of its contrast with the real situation, for example where the reader or watcher knows disaster is about to befall a character who says 'I've never been happier'</li> <li>• situational irony where events are opposite to expectations.</li> </ul>
<b>juxtaposition</b>	The placement of two or more ideas, characters, actions, settings, phrases or words side-by-side for a particular purpose, for example to highlight contrast or for rhetorical effect.
<b>language</b>	A system of meaning, in spoken, written, visual and physical modes, for communicating ideas, thoughts and feelings.
<b>language concepts*</b>	An overarching term including language forms and features, modes, and pattern.
<b>language features</b>	The features of language that support meaning, for example sentence structure, vocabulary, illustrations, diagrams, graphics, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning (see structures of texts). These choices vary according to the purpose of a text, its subject matter, audience and mode or media of production.
<b>language forms and features</b>	The symbolic patterns and conventions that shape meaning in texts. These vary according to the particular mode or media of production and can include written, spoken, non-verbal or visual communication of meaning (see textual form).
<b>language modes</b>	Listening, speaking, reading, writing, viewing and representing. These modes are often integrated and interdependent activities used in responding to and composing texts in order to shape meaning. It is important to realise that: <ul style="list-style-type: none"> <li>• any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts</li> <li>• the refinement of the skills in any one of the modes develops skills in the others. Students need to build on their skills in all language modes.</li> </ul>

Glossary term	Definition
<b>language patterns</b>	The arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example the repeated use of verbs at the beginning of each step in a recipe or the repetition of a chorus after each verse in a song). The patterns may alternate (for example the call and response pattern of some games or the to and fro of a dialogue). Other patterns may contrast (for example opposing viewpoints in a discussion or contrasting patterns of imagery in a poem). The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning.
<b>layout</b>	The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes.
<b>letter–sound relationship</b>	Association between a sound in English and a letter or letter pattern in words. This assists in word recognition when reading (see graphophonic knowledge).
<b>lexical chain*</b>	A sequence of related words in writing.
<b>lexical cohesion</b>	The use of word associations to create links in texts. Examples of links are the use of repetition of words, pronouns, synonyms, antonyms and words that are related such as by class and subclass (see cohesion).
<b>linking devices</b>	Devices that link words, phrases and sentences, often used interchangeably with conjunctions or text connectives.
<b>listening</b>	The use of the sense of hearing, as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems (see active listening).
<b>literacy</b>	A synthesis of language, thinking and contextual practices through which meaning is shaped. 'Effective literacy is intrinsically purposeful, flexible and dynamic' (J Dawkins 1991, <i>Australia's Language: The Australian Literacy and Language Policy</i> , AGPS, Canberra) and involves interactions in a range of modes and through a variety of media.
<b>literary texts</b>	Texts that fall within the definition or accepted class of literature.
<b>literature</b>	Literally means anything written, but the term is generally associated with works of imagination, fictional and non-fictional. It is often used to mean texts that are highly regarded examples of their forms and media.
<b>mass media</b>	Technologies used to communicate information to large numbers of people over distances.
<b>media</b>	Means of communication, for example print, digital. Plural of medium.

Glossary term	Definition
<b>memory</b>	<p>Recognition, retention, recall and learning. The term is used to describe spelling strategies that draw on 'known' or 'remembered' words. Memory may be:</p> <ul style="list-style-type: none"> <li>• visual – recognising and recalling visual features, for example <i>little</i> and <i>kettle</i> have similar patterns</li> <li>• auditory – recognising and recalling sound features by saying individual sounds and matching to letters in a word, including syllabification</li> <li>• kinaesthetic – recognising and recalling by writing, for example Look, Cover, Write, Check</li> <li>• tactile – recognising and recalling the feel of words</li> <li>• articulatory – recognising and recalling the way the word is made in the mouth.</li> </ul>
<b>metalanguage</b>	<p>Language (which can include technical terms, concepts, ideas or codes) used to describe and discuss a language. The language of grammar and the language of literary criticism are two examples of metalanguage.</p>
<b>metaphor</b>	<p>A resemblance between one thing and another is declared by suggesting that one thing is another, for example 'My fingers are ice'. Metaphors are common in spoken and written language and visual metaphors are common in still images and moving images.</p>
<b>metonymy</b>	<p>The use of the name of one thing or attribute of something to represent something larger or related, for example using the word 'crown' to represent a monarch of a country; referring to a place for an event as in 'Chernobyl' when referring to changed attitudes to nuclear power, or a time for an event as in '9/11' when referring to changed global relations.</p>
<b>modal verb</b>	<p>A verb that expresses a degree of probability attached by a speaker to a statement (for example 'I might come home') or a degree of obligation (for example 'You must give it to me').</p>
<b>modality</b>	<p>Aspects of language that suggest a particular perspective on events, a speaker or writer's assessment of possibility, probability, obligation, frequency and conditionality. Modality forms a continuum from high modality (for example <i>obliged to</i>, <i>always</i>, <i>must</i>) to low modality (for example <i>might</i>, <i>could</i>, <i>perhaps</i>, <i>rarely</i>). Modality is expressed linguistically in choices for modal verbs (for example <i>can</i>, <i>may</i>, <i>must</i>, <i>should</i>), modal adverbs (for example <i>possibly</i>, <i>probably</i>, <i>certainly</i>, <i>perhaps</i>), modal nouns (for example <i>possibility</i>, <i>probability</i>, <i>certainity</i>) and modal adjectives (for example <i>likely</i>, <i>possible</i>, <i>certain</i>).</p>
<b>mode</b>	<p>The various processes of communication: listening, speaking, reading, writing, viewing and representing. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture (see language modes).</p>

Glossary term	Definition
<b>mood</b>	<ul style="list-style-type: none"> <li>In literature, the emotive attitude or feeling carried by a particular text, for example happiness, excitement, doom. It has much in common with tone (see tone).</li> <li>Grammatically, a verb form conveying the speaker's attitude towards the subject. Traditionally classified as indicative (statements and questions), imperative (commands) or subjunctive (hypothetical or conditional). The subjunctive involves use of auxiliaries such as <i>could</i>, <i>may</i>, <i>should</i>, <i>might</i>.</li> </ul>
<b>morpheme</b>	The smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word <i>cat</i> has one morpheme, while the word <i>cats</i> has two morphemes: <i>cat</i> for the animal and <i>s</i> to indicate that there is more than one. Similarly <i>like</i> has one morpheme, while <i>dislike</i> has two: <i>like</i> to describe appreciation and <i>dis</i> to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words.
<b>multimedia</b>	Those texts that use more than one medium, for example combining visual media, such as words and images, with sound. Television, the internet and developments in computer and digital technology have resulted in multimedia texts becoming increasingly rich and complex. Multimedia texts now generally feature moving images, sophisticated and complex graphics, and interactivity. Examples of multimedia texts include texts delivered on personal digital devices, music videos, cartoons, video games and internet texts.
<b>multimedial*</b>	Relating to the use of a combination of media, including text, graphics, images, audio, video and hypertext.
<b>multimodal</b>	Comprising more than one mode. A multimodal text uses a combination of two or more communication modes, for example print, image and spoken text as in film or computer presentations.
<b>myths</b>	Important stories that began in the early times of a culture and remained within that culture. They may be the basis of other pieces of literature.
<b>narrative</b>	A story of events or experiences, real or imagined. Narrative includes the story (what is narrated) and the discourse (how it is narrated).
<b>neologism</b>	The creation of a new word or expression. Words which were neologisms quickly become mainstream, for example <i>robot</i> , <i>email</i> .
<b>nominalisation</b>	A process for forming nouns from verbs (for example <i>reaction</i> from <i>react</i> or <i>departure</i> from <i>depart</i> ) or adjectives (for example <i>length</i> from <i>long</i> , <i>eagerness</i> from <i>eager</i> ). Also a process for forming noun phrases from clauses (for example 'their destruction of the city' from 'they destroyed the city'). Nominalisation is often a feature of texts that contain abstract ideas and concepts.

Glossary term	Definition
<b>noun</b>	<p>A word used to represent people, places, ideas and things.</p> <ul style="list-style-type: none"> <li>Nouns used to name any one of a class of things are known as <i>common</i> nouns, for example <i>girl, classroom, egg</i>.</li> <li>Nouns used to name a place, a person or the title of something are known as <i>proper</i> nouns. They are signalled by a capital letter, for example <i>Sam, Wagga Wagga, Olympic Games</i>.</li> <li>Nouns used to name a group of things are known as <i>collective</i> nouns, for example <i>crowd, swarm, team</i>.</li> <li>Nouns used to name things that we cannot see but which exist in thoughts and feelings are known as <i>abstract</i> nouns, for example <i>sadness, love, wonder</i>.</li> <li><i>Pronouns</i> are words like <i>I, you, them, hers</i> that are used in place of a noun (see pronoun).</li> </ul>
<b>noun groups</b>	<p>A group of words representing who or what is involved in the action or condition of the verb. Noun groups may occur in the place of the subject or the object of the verb. They can include different types of articles, adjectives and nouns linked together, for example '<i>The run-down old inner-city terrace house</i> is for sale'. Noun groups can also include adjectival phrases and adjectival clauses, for example '<i>The house with the broken windows</i> is for sale', 'The house <i>that we saw yesterday</i> is for sale'. A noun group can consist of two or more nouns, '<i>Boys and girls</i> come out to play', '<i>Jenny, the oldest child</i>, came into the room'.</p>
<b>noun–pronoun agreement</b>	<p>Occurs when a writer or speaker selects the correct pronoun for the noun or noun group to which it is referring, for example '<i>The boy</i> was looking for <i>his</i> father in the supermarket'. There should be agreement in number and gender. In an effort to avoid sexist statements the plural <i>their</i> is sometimes used in place of <i>his</i> or <i>her</i>, without regard for the rules of agreement.</p>
<b>number</b>	<p>A grammatical requirement for consistency between nouns, verbs and pronouns that must agree when they are referring to one (singular) or more (plural). If there is only one noun or pronoun in the subject, the verb must be singular and if there are more than one, the verb must be plural.</p>
<b>object</b>	<p>The noun, noun group or pronoun in a sentence that is affected by an action. To find the object ask who or what after the verb, for example 'The girl threw <i>the ball</i>'. (She threw what? Answer: the ball.)</p>
<b>onomatopoeia</b>	<p>The formation of a name or word by imitating the sound associated with the object designated.</p>
<b>onset/rime</b>	<p>The phonological units of a spoken syllable. A syllable can normally be divided into two parts: the onset which consists of the initial consonant or consonant blend and the rime which consists of the vowel and any final consonants. For example: bark <i>b</i> (onset), <i>ark</i> (rime) inside (no onset), <i>in</i> (rime), <i>s</i> (onset), <i>ide</i> (rime).</p>

Glossary term	Definition
<b>parentheses ( )</b>	Punctuation markers used to enclose an explanatory word, phrase or sentence, an aside or a commentary, for example 'She was referring to her friend (Shirley) again'.
<b>parody</b>	A work intended to ridicule or mock through imitating the ideas, tone, vocabulary and stylistic features of another work.
<b>passive voice</b>	(see voice)
<b>person</b>	The relationship between a subject and its verb showing whether the subject is speaking about itself ( <i>first person – I or we</i> ), being spoken to ( <i>second person – you</i> ), or being spoken about ( <i>third person – he, she, it or they</i> ).
<b>personification</b>	Attributing human characteristics to abstractions such as love, things (for example <i>The trees sighed and moaned in the wind</i> ) or animals (for example <i>The hen said to the fox ...</i> ).
<b>perspective</b>	A way of regarding situations, facts and texts.
<b>persuasive text</b>	(see types of texts)
<b>phoneme</b>	The smallest sound unit in a language that is capable of conveying a distinct meaning.
<b>phonemic awareness</b>	The awareness of sounds (phonemes) that make up spoken words. While phonemic awareness involves an understanding of the ways sounds function in words, it deals with only one aspect of sound: the phoneme. Phonemic awareness is one aspect of phonological knowledge and is very important for learning to read and spell.
<b>phonics</b>	The understanding that there is a predictable relationship between the sounds of a spoken language and the letters and spellings that represent these sounds in written language.
<b>phonological knowledge</b>	Information about the sounds of language and letter-sound relationships (when comprehending text). It refers to the ability to recognise that words are made up of a variety of sound units, for example single sounds (phonemes) and blends. It includes the ability to: <ul style="list-style-type: none"> <li>attend to and segment the sound stream into 'chunks' of sound known as syllables. Each syllable begins with a sound (onset) and ends with another sound (rime), eg: <ul style="list-style-type: none"> <li>d-og onset and rime</li> <li>el-e-phant syllables</li> </ul> </li> <li>know letter-sound relationships and how to use these to read words (including understanding of the blending process)</li> <li>understand that there is a systematic relationship between letters and sounds (the alphabetic principle).</li> </ul>

Glossary term	Definition
<b>phrase</b>	<p>A group of words that forms part of a sentence and does not include a finite verb (see finite verbs).</p> <ul style="list-style-type: none"> <li>Adjectival phrase – a group of words (usually beginning with a preposition) that gives more information about a noun, for example '<i>The girl with brown curly hair</i> sat at the front', 'The flowers <i>in the vase</i> were wilting'.</li> <li>Adverbial phrase – a group of words that provides information about where, when, with what, how far, how long, with whom, about what, as what, for example 'She swept the floor <i>with an old broom</i>', '<i>Throughout time</i> people have attempted to halt old age'.</li> </ul>
<b>picture book</b>	<p>A book, traditionally produced for children and now also being composed for older readers, in which words and illustrations complement each other to tell a story that might have some allegorical, instructive or moral level of significance.</p>
<b>poetic devices</b>	<p>Particular patterns and techniques of language used in poems to create particular effects based in the use of sound, the creation of images and other sensory inputs. They include devices such as metaphor, simile, metonymy, rhyme, rhythm, onomatopoeia, alliteration and assonance. Note that poetic devices may also be used in prose writing and drama scripts to obtain such effects.</p>
<b>poetic forms</b>	<p>Fixed forms within poetry that must comply with certain requirements, such as ballad, sonnet, elegy, ode, dramatic monologue. The form will often be determined by the tone and subject matter. Note that some poets may deliberately subvert the fixed form (see subvert).</p>
<b>point of view</b>	<ul style="list-style-type: none"> <li>The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text.</li> <li>Narrative point of view refers to the ways a narrator may be related to the story. The narrator, for example, might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens.</li> </ul>
<b>popular culture</b>	<p>Cultural experiences, widely enjoyed by members of various groups within the community, that are popular within their own time, for example Shakespearean drama in Elizabethan England.</p>
<b>positioning</b>	<p>The composing technique of causing the responder to adopt a particular point of view and interpret a text in a particular way. Composers position responders by selectively using detail or argument, by carefully shaping focus and emphasis and by choosing language that promotes a particular interpretation and reaction.</p>
<b>predictable text</b>	<p>Texts that are easily navigated and read by beginning readers because they contain highly regular features such as familiar subject matter, a high degree of repetition, consistent placement of text and illustrations, simple sentences, familiar vocabulary and a small number of sight words.</p>



Glossary term	Definition
<b>prediction</b>	An informed presumption about something that might happen. Predicting at the text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at the sentence level is identifying what word is likely to come next in a sentence. It is a useful technique when teaching reading or when engaging with a text dealing with matters not previously known.
<b>prefix</b>	A word part that is attached to the beginning of a base word to change the meaning or form, for example <i>unhappy</i> , <i>dislike</i> (see suffix).
<b>preposition</b>	A word that begins an adverbial phrase or an adjectival phrase indicating time, place, manner, causality, for example <i>in</i> , <i>on</i> , <i>after</i> , <i>before</i> , <i>by</i> , <i>under</i> , <i>over</i> , <i>of</i> , <i>through</i> . Pronouns following prepositions always take objective case, for example ' <i>between you and me</i> ' (not between you and I).
<b>prepositional phrases</b>	Units of meaning within a clause that begin with a preposition. They indicate how, when, where or why, for example ' <i>She ran into the garden</i> ', ' <i>He is available from nine o'clock</i> '.
<b>pronoun</b>	<p>A word that is used in place of a noun. There are different types of pronouns:</p> <ul style="list-style-type: none"> <li>personal pronouns represent specific people or things, for example <i>she</i>, <i>it</i>, <i>they</i>, <i>you</i>, <i>we</i></li> <li>demonstrative pronouns indicate a thing or things, for example <i>this</i>, <i>these</i>, <i>that</i>, <i>those</i></li> <li>possessive pronouns refer to the belonging of one thing, person, etc, to another, for example <i>his</i>, <i>theirs</i>, <i>yours</i>, <i>mine</i></li> <li>interrogative pronouns represent the things that we are asking questions about, for example <i>who</i>, <i>whom</i>, <i>what</i>, <i>which</i></li> <li>reflexive pronouns refer back to the subject of the sentence or clause. Reflexive pronouns end in <i>-self</i> (singular) or <i>-selves</i> (plural). The reflexive pronoun <i>myself</i> is not a substitute for the personal pronouns <i>I</i> or <i>me</i></li> <li>reciprocal pronouns are used when each of two or more subjects is acting in the same way towards the other, for example '<i>Jack and Jill love each other</i>', '<i>The footballers were blaming one another</i>'</li> <li>indefinite pronouns do not refer to any specific person, thing or amount, for example <i>all</i>, <i>another</i>, <i>any</i>, <i>anybody/anyone</i>, <i>anything</i>, <i>each</i>, <i>everybody/everyone</i>, <i>everything</i>, <i>few</i>, <i>many</i>, <i>nobody</i>, <i>none</i>, <i>one</i>, <i>several</i>, <i>some</i>, <i>somebody/someone</i></li> <li>relative pronouns introduce a relative clause. They are called relative because they relate to the words they modify. There are five relative pronouns: <i>who</i>, <i>whom</i>, <i>whose</i>, <i>which</i>, <i>that</i>.</li> </ul>
<b>pronunciation</b>	The way in which a person speaks in terms of such aspects as articulation, rhythm (stress, pause), intonation (pitch, tone) and volume.

Glossary term	Definition
<b>pun</b>	A figure of speech where there is a play on words. Puns are usually humorous and rely on more than one meaning of a word to emphasise the point, which may be serious.
<b>purpose</b>	The purpose of a text, in very broad terms, is to entertain, to inform or to persuade different audiences in different contexts. Composers use a number of ways to achieve these purposes: persuading through emotive language, analysis or factual recount; entertaining through description, imaginative writing or humour, and so on.
<b>question</b>	A sentence that seeks information. The word group normally tagged onto a clause in order to signal that a reply or response is required is known as a question tag, for example 'You are going tomorrow, aren't you?', 'Move over, can't you?'
<b>question mark (?)</b>	A punctuation marker used at the end of a sentence to indicate that a question is being asked.
<b>quotation marks ('...' or "...")</b>	<p>Punctuation markers used to indicate:</p> <ul style="list-style-type: none"> <li>quoted or direct speech, for example '<i>I am Arno's brother,</i>' <i>he said.</i> A new paragraph and separate quotation marks are used for each speaker being quoted</li> <li>in formal writing, the actual words quoted from another source. For example, <i>Shakespeare is using dramatic irony when Lady Macbeth says, 'A little water clears us of this deed'</i></li> <li>the titles of poems, songs, short stories or articles, for example <i>the well-known song, 'Waltzing Matilda'</i></li> <li>that attention is being drawn to an unusual or particular sense or usage of a word, for example <i>Wombats are 'sociable' creatures.</i></li> </ul> <p>Quotation marks are not used for the speech of characters in a drama script.</p>
<b>quoted speech/direct speech</b>	Speech in a text that quotes what someone has said, giving the exact words. It is represented in text by being contained within quotation marks (see reported speech).
<b>reading path</b>	The manner in which the eye of the viewer is led round an image, usually by drawing the viewer to the most salient or important elements in the composition.
<b>recount</b>	A type of text that records events in the sequence in which they occurred. The speaker/writer has often been personally involved in these events.
<b>re-creating texts*</b>	Transforming texts to explore how changes in particular elements of a text affect meaning
<b>reference</b>	A means of keeping track of objects, words and illustrations in written and spoken texts. In spoken language the references may be to items in the surrounding environment. In written language the references are usually to words in the text or to illustrations or other graphical items.

Glossary term	Definition
<b>reference links</b>	Links that keep track of the people, animals or objects throughout a text – usually nouns or pronouns, for example 'Sam sailed the boat down the coast. He overturned <i>it</i> and <i>he</i> was towed to shore'.
<b>reference list*</b>	A reference list is a list of texts cited within the work as appropriate to the medium and context of the work and in accordance to the principles of <i>All My Own Work</i> .
<b>reflection</b>	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience.
<b>register</b>	The degree of formality or informality of language used for a particular purpose or in a particular social setting.
<b>related texts*</b>	Texts that students have chosen in addition to their prescribed texts. The study of these related texts provides students with the opportunity to explore a wider variety of texts related to the particular module. Students draw their chosen texts from a variety of sources, in a range of genres and media.
<b>reported speech/indirect speech</b>	Speech in a text used to communicate what someone else said, but without using the exact words. In reported speech the tense of the verbs is often changed, for example <i>She said that she was going to leave</i> (indirect speech), ' <i>I am going to leave,</i> ' <i>she said</i> (direct speech).
<b>representation</b>	The way ideas are portrayed and represented in texts, using language devices, forms, features and structures of texts to create specific views about characters, events and ideas. Representation applies to all language modes: spoken, written, visual and multimodal.
<b>representing</b>	The language mode that involves composing images in visual or multimodal texts. These images and their meaning are composed using codes and conventions. The term can include such activities as graphically presenting the structure of a novel, making a film, composing a web page or enacting a dramatic text.
<b>responding</b>	The activity that occurs when students read, listen to or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts. Responding typically involves: <ul style="list-style-type: none"> <li>• reading, listening and viewing that depend on, but go beyond, the decoding of texts</li> <li>• identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.</li> </ul>
<b>rhetorical devices</b>	Strategies used by writers and speakers to achieve particular effects, for example to stimulate the audience's imagination or thought processes, to draw attention to a particular idea, or simply to display wit and ingenuity in composition. Examples of rhetorical devices are irony, paradox, rhetorical question, contrast and appropriation.

Glossary term	Definition
<b>salience</b>	A strategy of emphasis, highlighting what is important in a text. In images, salience is created through strategies like placement of an item in the foreground, size, and contrast in tone or colour. In writing, salience can occur through placing what is important at the beginning or at the end of a sentence or paragraph or through devices such as underlining or italics.
<b>satire</b>	The use of one or more of exaggeration, humour, parody, irony, sarcasm or ridicule to expose, denounce and deride folly or vice in human nature and institutions. The emphatic feature of these language devices draws attention to what is being criticised.
<b>saturation</b>	The depth of field or purity in colour or light.
<b>scanning</b>	When reading, moving the eyes quickly down the page seeking specific words and phrases.
<b>segment</b>	To separate or divide a word into sounds (phonemes). This can include segmenting words without pauses (stretching a word), for example <i>mmmaaattt</i> , and segmenting words with a pause between each unit of sound, for example / <i>m</i> / <i>a</i> / <i>t</i> /.
<b>semantic knowledge/information</b>	Semantic information, and knowledge of it, is the broad, generalised knowledge of the world, of words and their meanings and word associations that allows responders to make sense of text beyond literal decoding and application of syntactic knowledge to text.
<b>semicolon (;)</b>	A punctuation marker used to indicate a separation between clauses that is stronger than a comma but less complete than a full stop. Semicolons may separate phrases or clauses that already include commas, for example 'The competition was not decided today; it will finish next week', 'Undo the outer wrapping, taking care not to damage the catch; remove the protective cover and open the box'. The clause after the semicolon must contain a finite verb and function as a stand-alone sentence.

Glossary term	Definition
<b>sentence</b>	<p>A unit of written language consisting of one or more clauses that are grammatically linked. A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. A sentence contains a finite verb. There are different types of sentences:</p> <ul style="list-style-type: none"> <li>• simple sentence – is a single main clause and expresses a complete thought. It has a subject and a finite verb and may also have an object, for example 'Mary is beautiful.', 'The ground shook.', 'Take a seat.'</li> <li>• compound sentence – contains two or more clauses that are coordinated or linked in such a way as to give each clause equal status. In the following example <i>and</i> is the coordinating conjunction: 'We went to the movies <i>and</i> bought an ice cream.'</li> <li>• complex sentence – contains a main (or independent) clause and one or more subordinate (or dependent) clauses. The subordinate clause is joined to the main clause through subordinating conjunctions like <i>when</i>, <i>while</i> and <i>before</i>, as in the following examples: 'We all went outside <i>when</i> the sun came out.', '<i>Because</i> I am reading a long book, my time is limited.'</li> </ul>
<b>shot</b>	In film or television, an uninterrupted image which can last for several seconds up to several minutes between two edits. The term also refers to the camera angle and/or position such as a close up, high angle or long shot.
<b>simile</b>	A figure of speech that compares two usually dissimilar things. The comparison starts with <i>like</i> , <i>as</i> or <i>as if</i> .
<b>skimming</b>	This strategy is used when reading to quickly identify the main ideas in a text.
<b>social distance</b>	Culturally determined boundaries which suggest different relations between the represented participant and the viewer, for example intimate distance (close up), public distance (long shot).
<b>sound effect</b>	Any sound, other than speech or music, used to create a mood, feeling or response to a text such as film or drama.
<b>speaking</b>	Use voice to convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs and to comment about the world.
<b>spoonerism</b>	A slip of the tongue where the initial sounds of a pair of words are transposed. Generally used for humour, for example 'a blushing crow'.

Glossary term	Definition
<b>Standard Australian English</b>	English which, in its spoken and written forms, is the English of more formal communication throughout the Australian community. Standard Australian English adheres to broadly accepted rules of syntax and pronunciation and uses vocabulary that is more formal than colloquial. Standard Australian English operates to facilitate communication across ethnic, social, occupational and cultural groups and can be used as a benchmark against which to recognise Australian dialects and cultural varieties of English. Standard Australian English is a valuable and empowering communicative tool for use in contexts where it is the preferred mode of communication.
<b>statement</b>	A sentence that provides information, for example 'I am leaving now', as contrasted with a question.
<b>stereotype</b>	A circumstance where a person or thing is judged to be the same as all others of its type. Stereotypes are usually formulaic and oversimplified. In literature, a stereotype is a character representing generalised racial or social traits, with no individualisation.
<b>storyboard</b>	A series of drawings which approximate to a sequence of images used for planning a film text.
<b>structures of texts</b>	The relationships of different parts of a text to each other and to the text as a complex whole. The structure of a text can refer to the internal organisation of ideas, as in an argument or story, the development of parallel plots in a novel or play, or the overarching framework of the text (see language forms and features <i>and</i> textual form).
<b>stylistic features</b>	The ways aspects of texts, such as words, sentences and images, are arranged, and how they affect meaning. Style can distinguish the work of individual authors (for example Jennings' stories, Lawson's poems) as well as the work of a particular period (for example Elizabethan drama, nineteenth century novels). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, use of figurative language and tone.
<b>subject</b>	An element in the structure of a clause usually filled by a noun group, for example 'The dog (subject) was barking'. The subject indicates who or what gives agency or attributes to the finite verb or verb group and is usually found by asking 'who' or 'what' before the verb. In the sentence, 'The dog was barking', asking 'What was barking?' gives the answer, 'the dog'. The normal position of the subject is before the verb group, for example ' <i>The dog</i> was barking', but in most kinds of interrogatives (questions) it follows the first auxiliary verb, for example 'Was <i>the dog</i> barking?', 'Why was <i>the dog</i> barking?' All main clauses and simple sentences must have a subject.

Glossary term	Definition
<b>subject matter</b>	The topic or content of a text, for example an information report on boats includes building materials, engines, etc. In literary texts, the subject matter is often different from the ideas of the text. For example, the subject matter of George Orwell's <i>Animal Farm</i> is animals running a farm, while the idea Orwell is exploring is totalitarianism.
<b>subject–verb agreement</b>	The form of the verb must agree with the number of its subject, which will be a noun or noun group, for example 'They were not home' (as opposed to 'They was not home'). Confusion can arise when deciding whether the subject is singular or plural, for example 'This group of students <i>is</i> very clever', or when there are two subjects, for example 'Ice cream and strawberries <i>are</i> delicious' (not ' <i>is</i> delicious').
<b>subvert</b>	To compose or respond to a text in ways that are different from the widely accepted reading or different from the conventional genre. For example, Roald Dahl's <i>Revolting Rhymes</i> provides a subverted reading of <i>Cinderella</i> . The purpose of producing a subverted reading of a text might be to entertain or to raise questions about the meaning or inherent values in the original text.
<b>suffix</b>	A word part that is attached to the end of a base word to change the meaning or form, for example <i>jeweller</i> , <i>eating</i> (see prefix).
<b>sustained</b>	When referring to texts, maintaining consistency of style, form, language features, argument and other unifying characteristics across the entire text.
<b>syllabification</b>	The process of dividing words into syllables for reading and spelling purposes.
<b>syllable</b>	A unit of sound within a word containing a single vowel sound, for example <i>won-der-ful</i> , <i>sing-ly</i> .
<b>symbol</b>	An object, animate or inanimate, which represents something else through the use of association, intentional analogy and convention.
<b>symbolism</b>	Use of a symbol that represents something else, particularly in relation to a quality or concept developed and strengthened through repetition. For example, freedom can be symbolised by a bird in flight in both verbal and visual texts.
<b>synonym</b>	A word or word group with the same or similar meaning as another word or word group, for example <i>want</i> (desire), <i>go away</i> (leave).
<b>syntactic</b>	Related to the study of syntax.
<b>syntax</b>	The way in which sentences and clauses are structured. Syntax is often described in terms of such elements as subject, verb and object, for example 'Christine (subject) munched (verb) the apple (object)'.
<b>synthesise</b>	Combine elements of language or ideas or parts of characters, and so on, to create more complex wholes.

Glossary term	Definition
<b>taxonomies</b>	A particular classification arranged in a hierarchical structure. Taxonomies influence text structures, ordering ideas within a text.
<b>tense</b>	The element that determines when the action or condition of the verb form is located in time. In broad terms the tense will be past, present or future, for example 'Sarah <i>laughed</i> ', 'Sarah <i>laughs</i> ', 'Sarah <i>will laugh</i> '. Participles (verbs ending in <i>-ing</i> ) do not locate a verb in time and need a finite component to indicate when the event happens. For example, the participle <i>running</i> needs the finite auxiliaries <i>was running</i> (past), <i>is running</i> (present), <i>will be running</i> (future) to indicate when the running occurred.
<b>term of address</b>	A name or title used when addressing different people, for example <i>Mum, Dr Singh, Johnno, Sir, darling</i> .
<b>text connectives</b>	Often called conjunctions, these are words for signposting the development of a text and helping it hold together. They can: <ul style="list-style-type: none"> <li>• sequence ideas, for example <i>firstly, secondly, thirdly, finally</i></li> <li>• add information, for example <i>in addition, furthermore, in the same way</i></li> <li>• show causes and results, for example <i>so, therefore, for that reason, accordingly, as a consequence</i></li> <li>• introduce conditions or concessions, for example <i>on the other hand, however, nevertheless, despite this</i>.</li> </ul>
<b>text navigation</b>	The way readers move through text. Readers generally read novels in a linear fashion from the beginning to the end. Readers of nonfiction books often use the contents page and index and move between chapters according to the information sought. Readers often read digital texts more flexibly, according to interest and purpose, using hyperlinks to move between pages and digital objects such as videos or animations, making quick judgements about the relevance of material.
<b>text processing strategies</b>	Strategies for reading a text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring the reading, identifying and correcting errors, reading on and re-reading.
<b>text structure</b>	The ways information is organised in different types of texts, for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text structures and language features together define a text type and shape its meaning (see language features).



Glossary term	Definition
<b>texts</b>	Communications of meaning produced in any media that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, non-verbal, visual or multimodal communications of meaning. They may be extended unified works, a series of related pieces or a single, simple piece of communication.
<b>textual form</b>	The conventions specific to a particular type of text, often signalling content, purpose and audience, for example letter form, drama script, blog.
<b>textual Integrity*</b>	The unity of a text; its coherent use of form and language to produce an integrated whole in terms of meaning and value.
<b>theme</b>	<ul style="list-style-type: none"> <li>Refers to the central or one of the main underlying ideas or messages of a text.</li> <li>Grammatical theme – in a sentence the theme is the clause that comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole.</li> </ul>

Glossary term	Definition
<b>theoretical perspectives and models</b>	<p>Theoretical perspectives and models present significant views on the teaching of English. They incorporate different ways of considering texts to assist students to engage with the full scope of, and relationship between, meaning and texts. They include various teaching methods. Perspectives and models include 'personal growth', 'critical literacy', 'cultural heritage', 'cultural literacy' and the 'social view of language'.</p> <p><b>Personal growth:</b> an approach to teaching English that focuses on developing students' personal responses to texts, their enjoyment of reading, and fostering individual creativity. It is particularly concerned with students' social needs and personal interests and explicitly values students' own experiences. Through its exploration of personal experience and its acceptance of the language of everyday communication, a personal growth model allows for the incorporation of a wide range of texts and media. This approach allows for learning about self and the world through relation to text and context.</p> <p><b>Critical literacy:</b> the ability to question, challenge and evaluate the meanings and purposes of texts. It involves an understanding of the ways in which values and attitudes are communicated through language, including how subject matter, point of view and language embody assumptions about issues such as gender, ethnicity and class. A critical literacy approach to teaching English has students composing, responding to, analysing and evaluating written, spoken, visual and multimedia texts from various perspectives in order to learn how they operate as cultural products.</p> <p><b>Cultural heritage:</b> that approach to teaching that focuses on transmitting to students the established knowledge and values of high culture, expressed through literary texts. In the case of English teaching, a cultural heritage model places high value on the literature of the Western canon and involves detailed analytical treatment of texts in order to uncover the meanings intended and communicated by the author.</p> <p><b>Cultural literacy:</b> knowledge and understanding of texts as cultural artefacts and how language, history, values and traditions shape and are reflected in literature, the media, popular culture and everyday and workplace contexts. Cultural literacy requires an ability to respond to and compose texts with an awareness of such cultural contexts.</p> <p><b>Social view of language:</b> an approach to literacy education that recognises that acts of communication (texts) are socially constructed. Texts vary according to different situations and cultural factors. The effectiveness of a text is judged according to how well it fulfils its social, personal or academic purpose.</p>

Glossary term	Definition
<b>tone</b>	<ul style="list-style-type: none"> <li>• The voice adopted by a particular speaker to indicate emotion, feeling or attitude to subject matter.</li> <li>• The author's attitude towards the subject and audience, for example playful, serious, ironic, formal.</li> </ul>
<b>types of texts</b>	<p>Classifications according to the particular purposes texts are designed to achieve. These purposes influence the characteristic features the texts employ. In general, texts can be classified as belonging to one of three types (imaginative, informative or persuasive), although it is acknowledged that these distinctions are neither static nor watertight and particular texts can belong to more than one category.</p> <ul style="list-style-type: none"> <li>• <i>Imaginative texts</i> – texts that represent ideas, feelings and mental images in words or visual images. An imaginative text might use metaphor to translate ideas and feelings into a form that can be communicated effectively to an audience. Imaginative texts also make new connections between established ideas or widely recognised experiences in order to create new ideas and images. Imaginative texts are characterised by originality, freshness and insight. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books and multimodal texts such as film.</li> <li>• <i>Informative texts</i> – texts whose primary purpose is to provide information through explanation, description, argument, analysis, ordering and presentation of evidence and procedures. These texts include reports, explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws, news bulletins and articles, websites and text analyses. They include texts which are valued for their informative content, as a store of knowledge and for their value as part of everyday life.</li> <li>• <i>Persuasive texts</i> – texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. Persuasive texts seek to convince the responder of the strength of an argument or point of view through information, judicious use of evidence, construction of argument, critical analysis and the use of rhetorical, figurative and emotive language. They include student essays, debates, arguments, discussions, polemics, advertising, propaganda, influential essays and articles. Persuasive texts may be written, spoken, visual or multimodal.</li> </ul>
<b>upper and lower case</b>	<p>Upper case (also called capital letters) and lower case letters are two forms of the letters of the alphabet. Lower case letters are used except when it is necessary to:</p> <ul style="list-style-type: none"> <li>• indicate specific names such as those of organisations, titles, countries</li> <li>• indicate the beginning of a sentence or the initial letter of a proper noun.</li> </ul>

Glossary term	Definition
<b>value systems</b>	The set of personal, social and cultural beliefs that underpin a text. For example, in the western genre a clear line is drawn between good and evil and great value is placed on rugged masculine individualism as a means of keeping order.
<b>values</b>	These are the ideas and beliefs in a text. They may be reflected in characters, through what they do and say; through the setting of the text, reflecting particular social views; and through the narrative voice of the text, perhaps through authorial comment. Values are specific to individuals and groups, and a text may contain a number of conflicting values.
<b>vector</b>	An item that directs our eyes towards a focal point, for example when the subject in a visual text is pointing or looking in a certain direction. As the reader or viewer, our eyes will follow the direction in which they are pointing or looking.
<b>verb</b>	The verb is perhaps the most important part of the sentence. A verb states what is happening in the sentence. Finite verbs locate the condition or action of the verb in a specific time frame: past, present or future (see finite verbs <i>and</i> tense). Verbs create the relationship between the subject and the object of the verb (see subject–verb agreement). Different types of verbs include: <ul style="list-style-type: none"> <li>• action verbs, for example 'They danced all night.'</li> <li>• relating verbs, for example 'Cows are herbivores.'</li> <li>• thinking verbs, for example 'She forgot his name.'</li> <li>• feeling verbs, for example 'Sarah likes baked beans.'</li> <li>• possessing verbs, for example 'He has a new car.'</li> </ul>
<b>verb groups</b>	A group of words built up around a verb. Verb groups may include auxiliary verbs (ie those 'helping' verbs used to indicate tense or modality), for example 'She is going soon', 'They must leave before dark'. Verb groups can contain two or more verbs, for example 'He huffed and puffed', 'They were going to climb the fence'. These are sometimes called complex/compound verbs. Some verb groups include other words such as adverbs and prepositions, for example 'The plane took off' (see auxiliary verb).
<b>viewing</b>	Observing and comprehending a visual text, for example diagram, illustration, photograph, film, television documentary, multimedia. This sometimes involves listening to and reading accompanying written text.
<b>visual features</b>	Visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.

Glossary term	Definition
<b>visual language</b>	Language that contributes to the meaning of an image or the visual components of a multimodal text and are selected from a range of visual features like placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle. Visual language can also include elements such as symbol, colour, scene and frame composition, setting and landscape, lighting and the use of editing.
<b>visual literacy</b>	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read the intended meaning in a visual text such as an advertisement or a film shot, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text. They can also use images in a creative and appropriate way to express meaning.
<b>visual memory</b>	The retention, recall or recognition of things seen. In reading and writing, visual memory is helpful in learning letter forms and their sequence in words.
<b>visual processing</b>	The reader's reaction to the visual features or appearance of written text. This is influenced by the reader's familiarity with letter strings and multi-letter patterns (see graphological).
<b>visual texts</b>	Texts in which meaning is shaped and communicated by images rather than words. Visual texts use techniques such as line, shape, space, colour, movement, perspective, angle and juxtaposition to shape meaning. Examples of visual texts include cartoons, billboards, photographs, film, TV, artworks, web pages and illustrations.
<b>voice</b>	<ul style="list-style-type: none"> <li>In reference to a text, voice means the composer's voice – the idea of a speaking consciousness, the controlling presence or 'authorial voice' behind the characters, narrators and personas in a text. It is also described as the implied composer. The particular qualities of the composer's voice are manifested by such things as her or his method of expression (such as an ironic narrator) and specific language.</li> <li>Grammatically, voice refers to the way of indicating who is doing the action. Active voice is where the 'doer' of the action comes before the verb, for example 'Ann broke the vase'. Passive voice is where the 'receiver' of the action is placed before the verb, for example 'The vase was broken by Ann' (see theme). Stylistically, active voice is usually preferred in writing, as it places the agent of the verb at the start of the sentence and has a sense of immediacy, whereas passive voice creates a sense of detachment between subject and verb and is not so easily read and understood.</li> <li>In speaking, a description of the oral production of text.</li> </ul>
<b>voice-over</b>	The voice of an unseen commentator or narrator heard during a film or presentation.

Glossary term	Definition
<b>word chain</b>	A sequence of nouns and noun groups or verbs and verb groups that unifies a text by linking a particular content strand. Chains can also be established through repetition. For example, in a text about birds, words such as pelicans, blue cranes, moorhens and ibises create a word chain based on a pattern of words connecting classes of items.
<b>word origin</b>	The source and history of a word (etymology), for example photograph (from the Greek words for 'light' and 'picture').
<b>word play</b>	Experimenting with and manipulating language (often in humour), usually for entertaining effect, for example spoonerisms, double meanings, puns.
<b>writing</b>	Plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses.
<b>youth cultures</b>	The shared beliefs, knowledge, creative activities, customs and lifestyle of young people, particularly teenagers, within a culture. Youth cultures develop in those societies which differentiate teenagers as a group separate from children and adults. In Australia, the dominant youth culture identifies closely with popular culture and finds expression in the music and multimedia texts of popular culture.