

# Respect matters: English

## English

The English curriculum provides the opportunity for students to study written, spoken and visual language. Students learn about appropriate and inappropriate communication and the power of language to build and strengthen respectful relationships. Students use English in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, and facilitate interaction with others. They also learn about the potential for language to be destructive and harmful and to recognise how texts can be used to manipulate thinking and behaviour.

Students deconstruct print, aural and digital texts to recognise and understand their social purpose in local, national and global contexts. They understand that patterns of language interaction vary across social contexts and types of texts and the ways that language functions and features may signal social roles and relationships. Students analyse how points of view are generated in visual texts and use literature as a lens to both reflect on and challenge historical and current social and cultural norms and values. Students develop the skills to recognise texts that are attempting to influence their beliefs about identity, power and relationships.

Students learn about literal and implied meaning of texts and how texts present different perspectives on an issue or event. They are guided to make informed decisions and to use digital media responsibly and ethically.

## Understanding respect

### English - Years 9 and 10

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people - ACELA1564

Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication - ACELA1565

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts - ACELT1639

Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices - ACELY1749

## Relationship skills

### English - Years 9 and 10

Understand that roles and relationships are developed and challenged through language and interpersonal skills - ACELA1551

Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects - ACELY1811

## Evaluating options

## English - Years 9 and 10

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts - ACELT1633

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts - ACELT1635

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts - ACELY1739

Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways - ACELY1740

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts - ACELY1742

Evaluate the impact on audiences of different choices in the representation of still and moving images - ACELA1572

Reflect on, extend, endorse or refute others' interpretations of and responses to literature - ACELT1640

Evaluate the social, moral and ethical positions represented in texts - ACELT1812

Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences - ACELY1752

Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects - ACELY1757

### Respectful action

## English - Years 9 and 10

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action - ACELY1751