

The Australian Curriculum

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Units	Unit 1, Unit 2, Unit 3 and Unit 4
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The Australian Curriculum

English

Rationale and Aims

Rationale

English focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes. It encourages students to engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. *English* is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create visual and digital texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Aims

All senior secondary English subjects aim to develop students':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, *English* aims to develop students':

- understanding of the use of language for communication
- appreciation and creation of sustained interpretive, persuasive and imaginative texts in a range of modes
- engagement in critical analysis and reflection.

Organisation

Overview of the senior secondary Australian Curriculum

ACARA has developed senior secondary Australian Curriculum for English, Mathematics, Science and History according to a set of design specifications. The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

The senior secondary Australian Curriculum specifies content and achievement standards for each senior secondary subject. Content refers to the knowledge, understanding and skills to be taught and learned within a given subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. The last two units are cognitively more challenging than the first two units. Each unit is designed to be taught in about half a 'school year' of senior secondary studies (approximately 50–60 hours duration including assessment and examinations). However, the senior secondary units have also been designed so that they may be studied singly, in pairs (that is, year-long), or as four units over two years.

State and territory curriculum, assessment and certification authorities are responsible for the structure and organisation of their senior secondary courses and will determine how they will integrate the Australian Curriculum content and achievement standards into their courses. They will continue to be responsible for implementation of the senior secondary curriculum, including assessment, certification and the attendant quality assurance mechanisms. Each of these authorities acts in accordance with its respective legislation and the policy framework of its state government and Board. They will determine the assessment and certification specifications for their local courses that integrate the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements including advice on entry and exit points and credit for completed study.

The senior secondary Australian Curriculum for each subject should not, therefore, be read as a course of study. Rather, it is presented as content and achievement standards for integration into state and territory courses.

Senior secondary English subjects

The senior secondary Australian Curriculum for English is presented in four subjects that share common features. These include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing and writing. Differences between the subjects lie in the emphasis on how knowledge and skills are developed and the contexts in which they are applied. Each of the four senior secondary Australian Curriculum subjects emphasises different aspects of the study of the English learning area.

In all subjects, teachers and students choose from a wide range of fiction and non-fiction (complete texts or extracts) in a range of forms and from a variety of contexts including earlier times, popular culture and different cultures.

- *English* is a study of literature, media and language in which students critically and creatively engage with a variety of texts in all language modes. English extends students' language, literature and literacy skills for a range of purposes and audiences and builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. Students engage in a detailed study of increasingly complex texts and language. They learn how to analyse different interpretations of texts and how to use language modes to achieve specific effects.

- *Essential English* is designed to develop students' literacy skills and for those who wish to undertake a practical English course. Students examine the purpose and language of a range of texts, expanding their ability to understand, evaluate and communicate effectively in and for a range of contexts. *Essential English* develops and refines students' language, literature and literacy skills, which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts.
- *Literature* provides students with the opportunity to study literature at an intensive level and aims to engage students in the detailed study of literary texts. It builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. *Literature* deepens students' understanding of conventions common to different types of composition, and refines their understanding of the effects of language through shared experience of texts and the creative process. Learning to appreciate literary texts, and to create their own, enriches students' understanding of human experiences and the capacity for language to communicate those experiences.
- *English as an Additional Language or Dialect (EAL/D)* is designed to develop students' knowledge, understanding and skills in Standard Australian English (SAE). Students studying this subject will benefit in all curriculum areas from explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of SAE. *EAL/D* provides a variety of language, literature and literacy experiences to accommodate the diverse range of starting points for students learning English as an additional language or dialect. *EAL/D* focuses on how language and texts can vary in structure and usage depending on cultural and social context, and how language can change according to audience and purpose. One of the key focuses of *EAL/D* is the development of students' oral language skills.

Structure of English

Units

In Unit 1 students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

In Unit 2, students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and mediums, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

In Unit 3, students explore representations of themes, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and context, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. Students compare and evaluate the effect of different mediums on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive and analytical responses.

In Unit 4, students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in literary and non-literary texts, developing and testing their own interpretations through debate and argument. Through close study of individual texts, students explore relationships between content and structure, voice and perspective and the text and its context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive and analytical responses.

Organisation of content

Content descriptions in each unit in *English* are grouped under an organising framework that presents key aspects of learning that underpin each subject. Organisers vary between subjects according to the distinctive focus of each subject. The organising framework in *English* is:

- Texts in contexts
- Language and textual analysis
- Engaging and responding
- Creating texts
- Reflecting.

Organisation of achievement standards

The achievement standards have been organised under two dimensions that underpin key aspects of responding to or creating texts. This structure applies to all subjects in senior secondary English.

Dimension 1

Responding to oral, written and multimodal texts

Dimension 2

Creating oral, written and multimodal texts

Senior secondary achievement standards have been written for each Australian Curriculum senior secondary subject. The achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following the completion of study of senior secondary Australian Curriculum content for a pair of units. They are broad statements of understanding and skills that are best read and understood in conjunction with the relevant unit content. They are structured to reflect key dimensions of the content of the relevant learning area. They will be eventually accompanied by illustrative and annotated samples of student work/ performance/ responses.

The achievement standards will be refined empirically through an analysis of samples of student work and responses to assessment tasks: they cannot be maintained a priori without reference to actual student performance. Inferences can be drawn about the quality of student learning on the basis of observable differences in the extent, complexity, sophistication and generality of the understanding and skills typically demonstrated by students in response to well-designed assessment activities and tasks.

In the short term, achievement standards will inform assessment processes used by curriculum, assessment and certifying authorities for course offerings based on senior secondary Australian Curriculum content.

ACARA has made reference to a common syntax (as a guide, not a rule) in constructing the achievement standards across the learning areas. The common syntax that has guided development is as follows:

- Given a specified context (as described in the curriculum content)
- With a defined level of consistency/accuracy (the assumption that each level describes what the student does well, competently, independently, consistently)
- Students perform a specified action (described through a verb)
- In relation to what is valued in the curriculum (specified as the object or subject)
- With a defined degree of sophistication, difficulty, complexity (described as an indication of quality)

Terms such as 'analyse' and 'describe' have been used to specify particular action but these can have everyday meanings that are quite general. ACARA has therefore associated these terms with specific meanings that are defined in the senior secondary achievement standards glossary and used precisely and consistently across subject areas.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated. Classroom contexts that address particular content descriptions will necessarily draw from more than one of these modes in order to support students' effective learning. To acknowledge these interrelationships, content descriptions incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Texts

Teachers will use an array of material in class. Texts include literary texts, fiction and non-fiction, media texts, everyday texts, and workplace texts, from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts.

Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Texts can be written, spoken, multimodal, and in print or digital/online.

Texts are structured for particular purposes; for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.

'Literary texts' refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes 'literary texts' is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic appeal and potential for enriching students' scope of experience. Literary texts include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts such as film, and non-fiction.

Sample text list

The following texts are examples of literary texts suitable for the study of *English* and are intended to stimulate thinking about teaching resources in relation to the content of the curriculum. The following examples are not meant to be prescriptive.

Fiction

- *Swallow the Air* by Tara June Winch (novel)
- *The Broken Shore* by Peter Temple (novel)
- *The Great Gatsby* by F. Scott Fitzgerald (novel)
- *Interpreter of Maladies* by Jhumpa Lahiri (short stories)
- *The Shoe-Horn Sonata* by John Misto (play)
- *A Streetcar Named Desire* by Tennessee Williams (play; film directed by Elia Kazan)
- *Twelfth Night* by William Shakespeare (play)
- *Gattaca* directed by Andrew Niccol (film)
- *Mary Shelley's Frankenstein* by Zdenko Basic and Manuel Sumberac (illustrated version)
- *Maus* by Art Spiegelman (graphic novel)
- *Cloudstreet* by Tim Winton (novel)
- *The Secret River* by Kate Grenville (novel)
- *Citizen Kane* directed by Orson Welles (film)

Poetry

- Christina Rossetti
- Wilfred Owen
- Judith Wright
- Romaine Moreton
- Australian Poetry Library <http://www.poetrylibrary.edu.au/>
- *Windchimes: Asia in Australian poetry* edited by Rowe and Smith

Non-fiction

- *Unpolished Gem* by Alice Pung (memoir)
- *Dear America – Letters Home from Vietnam* edited by Bernard Edelman (collection of letters)
- *I Have a Dream* by Martin Luther King Jr (speech)
- *Australian War Memorial* website (multimodal)
- *The Legacy: An elder's vision of our sustainable future* by David Suzuki (speech)
- *First Australians* directed by Rachel Perkins (documentary)
- *Cry Freedom* directed by Richard Attenborough (film)
- *The Justice Game* by Geoffrey Robertson (essays)

Links to Foundation to Year 10

Each senior secondary English subject draws upon, develops and emphasises different knowledge, understandings, skills and processes related to the strands of Language, Literature and Literacy used in the Foundation to Year 10 curriculum. The emphasis differs according to the nature of each subject. While each senior secondary English subject places a different emphasis on the three strands, each subject is expected to advance skills in each of the strands. For example, *English* retains a balance of each strand whereas *Literature* has its primary focus on engagement with and analysis of literary texts.

Representation of General capabilities

General capabilities covered in *English* include: *Literacy, Numeracy, Information and communication technology (ICT) capability, Critical and creative thinking, Personal and social capability, Ethical understanding and Intercultural understanding.*

Literacy

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 use numeracy in *English* when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in non-fiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information, interpret and use quantitative data as evidence in persuasive texts and evaluate the use of statistics in media and other reports.

Information and communication technology (ICT) 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.

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.

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.

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.

Intercultural understanding

In *English*, 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.

Representation of Cross-curriculum priorities

The senior secondary English curriculum values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal and Torres Strait Islander Peoples and their contribution to Australian society. The illustrative text lists for each subject include a selection of Aboriginal and Torres Strait Islander literature.

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. It is through the study of texts from Asia that a creative and forward-looking Australia can engage with our place in the region. Through story articulated in a range of mediums, 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 the illustrative lists for each subject.

Each of the senior English subjects provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. In this context, teachers are encouraged to select texts and issues for discussion connected with sustainability. 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.

Unit 1

Unit Description

In Unit 1, students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

Learning Outcomes

By the end of this unit, students:

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

Content Descriptions

Investigate the relationships between language, context and meaning by:

- explaining how texts are created in and for different contexts (ACEEN001)
- analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example, personification, voice-over, flashback, salience (ACEEN002)
- evaluating the choice of mode and medium in shaping the response of audiences, including digital texts. (ACEEN003)

Examine similarities and differences between imaginative, persuasive and interpretive texts including:

- explaining the ways language features, text structures and conventions communicate ideas and points of view (ACEEN004)
- explaining the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
- analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts (ACEEN006)
- evaluating the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts. (ACEEN007)

Analyse and evaluate how responses to texts, including students' own responses, are influenced by:

- purpose, taking into account that a text's purpose is often open to debate (ACEEN008)
- personal, social and cultural context (ACEEN009)
- the use of imaginative, persuasive and interpretive techniques. (ACEEN010)

Create a range of texts:

- using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011)
- drawing on a range of technologies in, for example, research, communication and representation of ideas (ACEEN012)
- combining visual, spoken and written elements where appropriate (ACEEN013)
- using evidence-based argument (ACEEN014)
- using appropriate quotation and referencing protocols (ACEEN015)
- using strategies for planning, drafting, editing and proofreading (ACEEN016)
- using accurate spelling, punctuation, syntax and metalanguage. (ACEEN017)

Reflect on their own and others' texts by:

- analysing textual evidence to assess the purpose and context of texts (ACEEN018)
- questioning responses to texts (ACEEN019)
- investigating the impact and uses of imaginative, interpretive and persuasive texts. (ACEEN020)

Unit 2

Unit Description

In Unit 2, students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and mediums, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Learning Outcomes

By the end of this unit, students:

- understand the ways in which ideas and attitudes are represented in texts
- examine the ways texts are constructed to influence responses
- create oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts.

Content Descriptions

Compare texts in a variety of contexts, mediums and modes by:

- explaining the relationship between purpose and context (ACEEN021)
- analysing the style and structure of texts including digital texts (ACEEN022)
- evaluating similarities and differences between hybrid texts, for example, infotainment, product placement in movies, hypertext fiction. (ACEEN023)

Investigate the representation of ideas, attitudes and voices in texts including:

- analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024)
- evaluating the effects of rhetorical devices, for example, emphasis, emotive language and imagery in the construction of argument (ACEEN025)
- analysing the effects of using multimodal and digital conventions such as navigation, sound and image (ACEEN026)
- analysing how attitude and mood are created, for example, through the use of humour in satire and parody. (ACEEN027)

Analyse and evaluate how and why responses to texts vary through:

- the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)
- the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media (ACEEN029)
- 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)
- analysing changing responses to texts over time and in different cultural contexts. (ACEEN031)

Create a range of texts:

- using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences (ACEEN032)
- experimenting with text structures, language features and multimodal devices (ACEEN033)
- developing and sustaining voice, tone and style (ACEEN034)
- selecting and applying appropriate textual evidence to support arguments (ACEEN035)
- using strategies for planning, drafting, editing and proofreading (ACEEN036)
- using accurate spelling, punctuation, syntax and metalanguage. (ACEEN037)

Reflect on their own and others' texts by:

- analysing the values and attitudes expressed in texts (ACEEN038)
- evaluating the effectiveness of texts in representing ideas, attitudes and voices (ACEEN039)
- explaining how and why texts position readers and viewers. (ACEEN040)

Units 1 and 2 Achievement Standards

Responding to oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none"> evaluates the relationships between context, purpose and audience and how effectively they shape meaning and achieve particular effects evaluates how language features, conventions and stylistic devices combine in different modes and mediums to influence audiences evaluates how ideas, attitudes and voices are represented in texts and the effect of the representation critically analyses similarities and differences between different types of texts, demonstrating insight into intention and effect 	<ul style="list-style-type: none"> analyses the relationships between context, purpose and audience and how they shape meaning analyses how language features, conventions and stylistic devices are used in different modes and mediums to influence audiences analyses ideas, attitudes and voices in texts and how they are represented analyses similarities and differences between different types of texts, demonstrating understanding of intention and effect 	<ul style="list-style-type: none"> explains how context, purpose and audience shape meaning explains language features, conventions and stylistic devices used in different modes and mediums explains ideas, attitudes and voices in texts explains similarities and differences between different types of texts 	<ul style="list-style-type: none"> describes contexts, purposes and audiences of some texts describes some language features and conventions used in different modes and mediums describes some ideas, attitudes and voices in texts describes some similarities and differences between different types of texts 	<ul style="list-style-type: none"> identifies some aspects of context, purpose and audience of some texts identifies some language features used in different modes and mediums identifies some ideas in texts identifies some connections between texts

Creating oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none"> • communicates sophisticated ideas across a range of coherent texts for different purposes, contexts and audiences • selects text structures and language features to communicate ideas perceptively in a range of modes • manipulates voice, tone and style for effect • communicates ideas demonstrating fluent and precise expression 	<ul style="list-style-type: none"> • communicates ideas across a range of effective texts for different purposes, contexts and audiences • selects text structures and language features to communicate ideas effectively in a range of modes • demonstrates consistent control of voice, tone and style • communicates ideas demonstrating effective and controlled expression 	<ul style="list-style-type: none"> • communicates ideas in texts that address purpose, context and audience • uses appropriate text structures and language features to communicate ideas in a range of modes • demonstrates variable control of voice, tone and style • communicates ideas demonstrating control of expression 	<ul style="list-style-type: none"> • communicates ideas in texts for some purposes and audiences • uses some text structures and language features to communicate ideas • demonstrates some understanding of voice, tone and style • communicates ideas demonstrating variable control of expression 	<ul style="list-style-type: none"> • communicates some ideas in texts • communicates simple ideas • demonstrates limited understanding of voice, tone and style • demonstrates limited control of expression

Unit 3

Unit Description

In Unit 3, students explore representations of themes, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and context, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. Students compare and evaluate the effect of different mediums on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive and analytical responses.

Learning Outcomes

By the end of this unit, students:

- understand relationships between texts, genres and contexts
- investigate the effects of different conventions and mediums on responses
- create, transform and adapt oral, written and multimodal texts in a range of mediums and styles.

Content Descriptions

Compare texts from similar or different genres and contexts by:

- analysing language, structural and stylistic choices (ACEEN041)
- explaining how each text conforms to or challenges the conventions of particular genres or modes such as crime fiction, advertising or short films (ACEEN042)
- analysing and evaluating how similar themes, ideas or concepts are treated in different texts. (ACEEN043)

Compare and contrast distinctive features of genres by:

- analysing the techniques and conventions used in different genres, mediums and modes (ACEEN044)
- considering how the conventions of genres can be challenged, manipulated or parodied (ACEEN045)
- examining how genres and their conventions have changed and adapted over time. (ACEEN046)

Analyse and evaluate how the conventions of texts influence responses including:

- the ways language patterns can create shades of meaning (ACEEN047)
- how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted (ACEEN048)
- how responses to texts and genres may change over time and in different cultural contexts. (ACEEN049)

Create a range of texts:

- transforming and adapting texts for different purposes, contexts and audiences (ACEEN050)
- making innovative and imaginative use of language features (ACEEN051)
- using and experimenting with text structures and language features related to specific genres for particular effects (ACEEN052)
- sustaining analysis and argument (ACEEN053)
- using appropriate referencing, for example, footnotes, in-line citations and reference lists (ACEEN054)
- using strategies for planning, drafting, editing and proofreading (ACEEN055)
- using accurate spelling, punctuation, syntax and metalanguage. (ACEEN056)

Reflect on their own and others' texts by:

- analysing and evaluating how different texts represent similar ideas in different ways (ACEEN057)
- explaining how meaning changes when texts are transformed into a different genre or medium (ACEEN058)
- comparing and evaluating the impact of language conventions used in a variety of texts and genres. (ACEEN059)

Unit 4

Unit Description

In Unit 4, students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in literary and non-literary texts, developing and testing their own interpretations through debate and argument. Through close study of individual texts, students explore relationships between content and structure, voice and perspective and the text and its context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive and analytical responses.

Learning Outcomes

By the end of this unit, students:

- understand how content, structure, voice and perspective in texts shape responses and interpretations
- examine different interpretations of texts and how these resonate with, or challenge, their own responses
- create cohesive oral, written and multimodal texts in a range of forms, mediums and styles.

Content Descriptions

Investigate and evaluate the relationships between texts and contexts by:

- undertaking close analysis of texts (ACEEN060)
- examining how each text relates to a particular context or contexts (ACEEN061)
- comparing the contexts in which texts are created and received. (ACEEN062)

Evaluate different perspectives, attitudes and values represented in texts by:

- analysing content, purpose and choice of language (ACEEN063)
- analysing the use of voice and point of view such as in feature articles, reporting of current events or narration (ACEEN064)
- exploring other interpretations and aspects of context to develop a considered response. (ACEEN065)

Evaluate how texts convey perspectives through:

- the selection of mode, medium, genre and type of text (ACEEN066)
- the ways points of view and values are represented (ACEEN067)
- the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text. (ACEEN068)

Create a range of texts:

- using appropriate language and stylistic features to sustain a personal voice and point of view (ACEEN069)
- using nuanced language (ACEEN070)
- synthesising ideas and opinions to develop complex argument (ACEEN071)
- substantiating and justifying their own responses using textual evidence (ACEEN072)
- using appropriate referencing, for example, footnotes, in-line citations and reference lists (ACEEN073)
- using strategies for planning, drafting, editing and proofreading (ACEEN074)
- using accurate spelling, punctuation, syntax and metalanguage. (ACEEN075)

Reflect on their own and others' texts by:

- analysing and evaluating how different attitudes and perspectives underpin texts (ACEEN076)
- questioning the assumptions and values in texts (ACEEN077)
- identifying omissions, inclusions, emphases and marginalisations (ACEEN078)
- discussing and evaluating different readings of texts. (ACEEN079)

Units 3 and 4 Achievement Standards

Responding to oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none"> critically analyses how relationships between context and point of view shape meaning in texts and achieve particular effects critically analyses different language conventions and stylistic devices and evaluates how they combine in different modes and mediums to influence audiences undertakes a comparative analysis of texts and evaluates how they represent ideas, attitudes and concepts justifies their own considered and coherent interpretations of texts 	<ul style="list-style-type: none"> analyses how relationships between context and point of view shape meaning in texts analyses different language features, conventions and stylistic devices and evaluates how they are used in different modes and mediums to influence audiences undertakes a comparative analysis of texts and how they represent ideas, attitudes and concepts defends their own reasoned interpretations of texts 	<ul style="list-style-type: none"> explains how context and point of view shape meaning in texts explains different language features, conventions and stylistic devices and analyses how they are used in different modes and mediums to influence audiences compares how texts represent ideas, attitudes and concepts develops a reasoned interpretation of a text 	<ul style="list-style-type: none"> describes some aspects of context and point of view in texts describes different language features and conventions used in different modes and mediums compares some aspects of ideas or attitudes represented in texts describes own and others' responses to texts 	<ul style="list-style-type: none"> identifies some aspects of context or meaning in texts identifies some language features and conventions used in different modes and mediums identifies some ideas represented in texts provides a limited response to texts

Creating oral, written and multimodal texts

A	B	C	D	E
<ul style="list-style-type: none"> • communicates complex ideas and sophisticated perspectives across a range of sustained and nuanced texts for different purposes, contexts and audiences • manipulates stylistic features in different modes, mediums and genres • adapts text structures and conventions when synthesising and conveying ideas • communicates fluently and expressively using precise and nuanced expression 	<ul style="list-style-type: none"> • communicates ideas and perspectives across a range of coherent and effective texts for different purposes, contexts and audiences • uses stylistic features effectively in different modes, mediums and genres • selects text structures and conventions to appropriately and effectively communicate and develop ideas • demonstrates effective control of expression 	<ul style="list-style-type: none"> • communicates ideas across a range of relevant texts for different purposes, contexts and audiences • uses stylistic features appropriate to different modes, mediums and genres • uses texts structures and conventions appropriately to communicate ideas • demonstrates control of expression 	<ul style="list-style-type: none"> • communicates some ideas in texts created for different purposes, contexts and audiences • uses some stylistic features in different modes, mediums and genres • uses text structures and language features to communicate some ideas • demonstrates variable control of expression 	<ul style="list-style-type: none"> • communicates some ideas in texts • uses some stylistic features • uses some text structures and language features • demonstrates limited control of expression

English Glossary

Aesthetic

A sense of beauty or an appreciation of artistic expression.

Appreciation

The act of discerning quality and value of literary texts.

Attitude

A way of thinking about a situation/idea/character. For example, an author or audience may be subjective, supportive or antagonistic towards something or someone.

Audience

The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience.

Author

The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

Context

The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Convention

An accepted practice that has developed over time and is generally used and understood, for example, the use of specific structural aspects of texts such as in report writing with sections for introduction, background, discussion and recommendations.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

Figurative language

Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (for example, simile – ‘white as a sheet’; metaphor – ‘all the world’s a stage’; personification – ‘the wind grabbed at my clothes’).

Form

The shape and structure of texts (for example, poetry, novels, short stories, film)

Genre

The categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (for example, detective fiction, romance, science fiction, fantasy fiction), form and structure (for example, poetry, novels, biography, short stories).

Hybrid texts

Composite texts resulting from a mixing of 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.

Idiom

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth').

Language features

The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production.

Language patterns

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.

Media texts

Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English can be found in newspapers and magazines and on television, film, radio, computer software and the internet.

Medium

The resources used in the production of texts, including the tools and materials used (for example, digital text and the computer, writing and the pen or typewriter).

Metalanguage

Language used to discuss language (for example, language used to discuss film or literary study such as *mise-en-scène*, symbolism, characterisation or language used to talk about grammatical terms such as 'sentence', 'clause', 'conjunction').

Mode

The various processes of communication: listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Mood

The atmosphere or feeling in a particular text. For example, a text might create a sombre, reflective, exhilarating or menacing mood or atmosphere depending on the imagery or other language used.

Multimodal text

Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).

Narrative

A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).

Narrative point of view

The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.

Personification

The description of an inanimate object as though it were a person or living thing.

Perspective

The way a reader/viewer is positioned by the author through the text, or how a particular ideology is embedded in a text, for example, a feminist perspective.

Point of view

The opinion or viewpoint expressed by an individual in a text, for example an author, a narrator, a character or an implied reader.

Rhetoric

The language of argument, using persuasive and forceful language.

Rhetorical devices

Language techniques used in argument to persuade audiences (for example, rhetorical questions, repetition, propositions, figurative language).

Salience

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.

Standard Australian English

The variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.

Style

The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings's stories, Lawson's poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), or of a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor, lexical choice.

Stylistic choices

The selection of stylistic features to achieve a particular effect.

Stylistic features

The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings's stories, Lawson's poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), or of a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor and lexical choice.

Text structure

The ways in which 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. Examples of text structures in literary texts include sonnets, monologues and hypertext.

Theme

The main idea or message of a text.

Tone

Tone describes the way the 'voice' is delivered. For example, the tone of a voice or the tone in a passage of writing could be friendly or angry or persuasive.

Types of texts

Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior subjects in the Australian Curriculum: English, texts are classified as imaginative, interpretive, analytical or persuasive types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.

Analytical texts

Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.

Imaginative texts

Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books, and multimodal texts such as film.

Interpretive texts

Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction texts. There is a focus on interpretive rather than informative texts in the senior years of schooling.

Persuasive texts

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. They include advertising, debates, arguments, discussions, polemics and essays and articles.

Visual elements

Visual components of a text such as placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.

Voice

In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text, or 'expert voice' in an exposition).

Achievement Standards Glossary

Glossary

Abstract

Abstract scenario: a scenario for which there is no concrete referent provided.

Account

Account for: provide reasons for (something).

Give an account of: report or describe an event or experience.

Taking into account: considering other information or aspects.

Analyse

Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.

Apply

Use, utilise or employ in a particular situation.

Assess

Determine the value, significance or extent of (something).

Coherent

Orderly, logical, and internally consistent relation of parts.

Communicates

Conveys knowledge and/or understandings to others.

Compare

Estimate, measure or note how things are similar or dissimilar.

Complex

Consisting of multiple interconnected parts or factors.

Considered

Formed after careful thought.

Critically analyse

Examine the component parts of an issue or information, for example the premise of an argument and its plausibility, illogical reasoning or faulty conclusions

Critically evaluate

Evaluation of an issue or information that includes considering important factors and available evidence in making critical judgement that can be justified.

Deduce

Arrive at a conclusion by reasoning.

Demonstrate

Give a practical exhibition as an explanation.

Describe

Give an account of characteristics or features.

Design

Plan and evaluate the construction of a product or process.

Develop

In history: to construct, elaborate or expand.

In English: begin to build an opinion or idea.

Discuss

Talk or write about a topic, taking into account different issues and ideas.

Distinguish

Recognise point/s of difference.

Evaluate

Provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

In mathematics: calculate the value of a function at a particular value of its independent variables.

Explain

Provide additional information that demonstrates understanding of reasoning and/or application.

Familiar

Previously encountered in prior learning activities.

Identify

Establish or indicate who or what someone or something is.

Integrate

Combine elements.

Investigate

Plan, collect and interpret data/information and draw conclusions about.

Justify

Show how an argument or conclusion is right or reasonable.

Locate

Identify where something is found.

Manipulate

Adapt or change.

Non-routine

Non-routine problems: Problems solved using procedures not previously encountered in prior learning activities.

Reasonableness

Reasonableness of conclusions or judgements: the extent to which a conclusion or judgement is sound and makes sense

Reasoned

Reasoned argument/conclusion: one that is sound, well-grounded, considered and thought out.

Recognise

Be aware of or acknowledge.

Relate

Tell or report about happenings, events or circumstances.

Represent

Use words, images, symbols or signs to convey meaning.

Reproduce

Copy or make close imitation.

Responding

In English: When students listen to, read or view texts they interact with those texts to make meaning. Responding involves students identifying, selecting, describing, comprehending, imagining, interpreting, analysing and evaluating.

Routine problems

Routine problems: Problems solved using procedures encountered in prior learning activities.

Select

Choose in preference to another or others.

Sequence

Arrange in order.

Solve

Work out a correct solution to a problem.

Structured

Arranged in a given organised sequence.

In Mathematics: When students provide a structured solution, the solution follows an organised sequence provided by a third party.

Substantiate

Establish proof using evidence.

Succinct

Written briefly and clearly expressed.

Sustained

Consistency maintained throughout.

Synthesise

Combine elements (information/ideas/components) into a coherent whole.

Understand

Perceive what is meant, grasp an idea, and to be thoroughly familiar with.

Unfamiliar

Not previously encountered in prior learning activities.