

The Australian Curriculum

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| Subjects | English, English as an Additional Language or Dialect, Essential English and Literature |
| Units | Unit 1, Unit 2, Unit 3, Unit 4, Bridging Unit 1, Bridging Unit 2, Bridging Unit 3 and Bridging Unit 4 |
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Table of Contents

| | |
|--|----|
| English | 6 |
| Rationale and Aims | 7 |
| Rationale | 7 |
| Aims | 7 |
| Organisation | 8 |
| Overview of the senior secondary Australian Curriculum | 8 |
| Senior secondary English subjects | 8 |
| Structure of English | 9 |
| Texts | 12 |
| Links to Foundation to Year 10 | 13 |
| Representation of General capabilities | 13 |
| Representation of Cross-curriculum priorities | 15 |
| Curriculum Senior Secondary | 15 |
| Unit 1 | 16 |
| Unit 2 | 19 |
| Unit 3 | 23 |
| Unit 4 | 26 |
| Units 1 and 2 Achievement Standards | 22 |
| Units 3 and 4 Achievement Standards | 29 |
| Glossary | 30 |

| | |
|---|----|
| English as an Additional Language or Dialect | 35 |
| Rationale and Aims | 36 |
| Rationale | 36 |
| Aims | 36 |
| Organisation | 37 |
| Overview of the senior secondary Australian Curriculum | 37 |
| Senior secondary English subjects | 37 |
| Structure of English as an Additional Language or Dialect | 38 |
| Texts | 41 |
| Language table | 43 |
| Links to Foundation to Year 10 | 44 |
| Representation of General capabilities | 45 |
| Representation of Cross-curriculum priorities | 46 |
| Curriculum Senior Secondary | 46 |
| Unit 1 | 47 |
| Unit 2 | 51 |
| Unit 3 | 56 |
| Unit 4 | 60 |
| Bridging Unit 1 | 64 |
| Bridging Unit 2 | 67 |
| Bridging Unit 3 | 71 |
| Bridging Unit 4 | 75 |
| Units 1 and 2 Achievement Standards | 55 |
| Units 3 and 4 Achievement Standards | 63 |
| Bridging Units 1 and 2 Achievement Standards | 70 |
| Bridging Units 3 and 4 Achievement Standards | 78 |
| Glossary | 79 |

| | |
|--|-----|
| Essential English | 90 |
| Rationale and Aims | 91 |
| Rationale | 91 |
| Aims | 91 |
| Organisation | 92 |
| Overview of the senior secondary Australian Curriculum | 92 |
| Senior secondary English subjects | 92 |
| Structure of Essential English | 93 |
| Texts | 95 |
| Links to Foundation to Year 10 | 96 |
| Representation of General capabilities | 97 |
| Representation of Cross-curriculum priorities | 98 |
| Curriculum Senior Secondary | 98 |
| Unit 1 | 99 |
| Unit 2 | 102 |
| Unit 3 | 106 |
| Unit 4 | 109 |
| Units 1 and 2 Achievement Standards | 105 |
| Units 3 and 4 Achievement Standards | 112 |
| Glossary | 113 |
| Literature | 117 |
| Rationale and Aims | 118 |
| Rationale | 118 |
| Aims | 118 |
| Organisation | 119 |
| Overview of the senior secondary Australian Curriculum | 119 |
| Senior secondary English subjects | 119 |
| Structure of Literature | 120 |
| Texts | 123 |
| Links to Foundation to Year 10 | 124 |
| Representation of General capabilities | 124 |
| Representation of Cross-curriculum priorities | 125 |
| Curriculum Senior Secondary | 126 |
| Unit 1 | 127 |
| Unit 2 | 130 |
| Unit 3 | 134 |
| Unit 4 | 137 |
| Units 1 and 2 Achievement Standards | 133 |
| Units 3 and 4 Achievement Standards | 140 |
| Glossary | 141 |

| | |
|--|------------|
| Achievement Standards Glossary..... | 145 |
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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 Sumbarac (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).

Metalinguage

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).

The Australian Curriculum

English as an Additional Language or Dialect

English as an Additional Language or Dialect

Rationale and Aims

Rationale

English as an Additional Language or Dialect (EAL/D) focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, students of *EAL/D* explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect.

EAL/D provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts (including literary and non-literary texts, for example academic, everyday and workplace texts.) Students learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums. Units 1 to 4 develop students' academic English skills in order to prepare them for tertiary study. Bridging Units 1 to 4 provide the linguistic foundation for work, training or further study.

Within each unit, students regularly use the language modes of listening, speaking, reading, viewing and writing to develop their communicative skills in SAE for a range of purposes, audiences and contexts.

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 as an Additional Language or Dialect aims to develop students':

- understanding of the relationships between language, texts and ways of thinking and knowing in SAE
- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across the curriculum areas
- inferential comprehension, critical analysis and reflection skills.

English as an Additional Language or Dialect

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.

EAL/D Units 1–4 are designed for students undertaking a senior secondary program of study and extend students' language, literature and literacy skills in and for a range of contexts, purposes and audience. Students respond to and create texts in all language modes. *EAL/D* Unit 4 presents an equivalent level of cognitive challenge to Unit 4 of English.

EAL/D Bridging Units 1–4 are designed for students who are at the emerging phase (or early developing phase) of the Foundation to Year 10 *EAL/D* Learning Progression. These students may include:

- students who have had limited exposure to SAE. These students may have recently exited an Intensive English Centre, or be in a rural, remote or very remote setting with limited or no access to *EAL/D* specialist intervention
- students who are new to the Australian educational setting or who have had little or no prior formal education.

Students may choose to complete 2, 4, 6 or 8 *EAL/D* units, and units can be studied sequentially or concurrently.

As *EAL/D* students may perform at different levels of competence in oral communication skills and written ability, it is advised that all language modes be considered equally for appropriate placement into units.

Structure of English as an Additional Language or Dialect

Units 1–4

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

Bridging Units 1–4

Bridging Unit 1 is designed for students who are at the Emerging phase of the EAL/D Foundation to Year 10 learning progression and focuses on developing communication skills in a range of contexts across the language modes of SAE. There is a particular focus on developing oral communication skills. Age-appropriate texts are used to develop vocabulary, grammar, language learning strategies and understanding. This includes the comprehension and retrieval of key information from familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts that express their needs, opinions and ideas.

Bridging Unit 2 is aimed at students in the late Emerging phase of the EAL/D Foundation to Year 10 learning progression and focuses on consolidating communication skills in a range of contexts across the language modes of SAE. Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts. Age-appropriate texts are used as a guide to respond to or reproduce simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting ideas and information.

Bridging Unit 3 is aimed at students who are in the Developing phase of the EAL/D Foundation to Year 10 learning progression and focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

Bridging Unit 4 is aimed at students who are in the late Developing phase of the EAL/D Foundation to Year 10 learning progression and focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

Organisation of content

Content descriptions in each unit in *EAL/D* 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 *EAL/D* is:

- Communication strategies

- Comprehension strategies
- Language and textual analysis
- Creating texts.

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 or parts of texts depending on units of study, cohorts and level of difficulty.

'Literary texts' refer 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 *EAL/D* 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

Blueback by Tim Winton (novel)
Walk in My Shoes by Alwyn Evans (novel)
The China Coin by Allan Baillie (novel)
Haroun and the Sea of Stories by Salman Rushdie (novel)
The Whale Rider by Witi Ihimaera (novel; film directed by Niki Caro)
Adaptations of Shakespeare such as the film of *Twelfth Night* directed by Trevor Nunn
The Black Balloon directed by Elissa Down (film)
The River by Libby Hathorn and illustrated by Stanley Wong (picture book)
Tales from Outer Suburbia by Shaun Tan (short stories)
One Night the Moon directed by Rachel Perkins (film; also see soundtrack)
Billy Elliot directed by Stephen Daldry (film)
Harvey Krumpet created and directed by Adam Eliot (clay animation)

Poetry

The Simple Gift by Steven Herrick
Oodgeroo Noonuccal
At the Round Earth's Imagined Corners: A Multicultural Anthology of Contemporary Poetry edited by Ken Watson
Bush songs and music: <http://australia.gov.au/about-australia/australian-story/bush-songs-and-music>
Robert Frost
Windchimes: Asia in Australian poetry edited by Rowe and Smith

Non-fiction

Unpolished Gem by Alice Pung (memoir)
Maybe Tomorrow by Boori Monty Pryor and Meme McDonald (autobiography)
Freedom From Fear by Aung San Suu Kyi (speech)
I am Eleven directed by Genevieve Bailey (documentary)
A World without Water directed by Brian Woods (documentary)
The Legacy: An elder's vision of our sustainable future by David Suzuki (lecture)
Making Multicultural Australia: www.multiculturalaustralia.edu.au *The Happiest Refugee: A Memoir* by Anh Do

Language table

Key language skills for EAL/D

The key language skills described below provide a focus for language instruction in any unit at students' point of need and should be taught in context and if relevant. Students should be given the opportunity to develop and demonstrate these skills in a variety of contexts. By the time students have completed Unit 4, they should be proficient in these language skills. This table is not an exhaustive list; rather, it is a guide to focus teachers on some essential skills that students should develop.

Phonological features:

- pronunciation, stress, rhythm, intonation and pitch for emphasis
- phonemes and morphemes.

Non-verbal language features:

- using culturally appropriate gestures and behaviours.

Orthographic competence:

- using punctuation as required
- spelling subject-specific vocabulary correctly
- using subject-specific abbreviations, signs and symbols
- understanding common logographic signs
- distinguishing and using print, cursive and diverse fonts.

Lexical competence:

- gradually increasing a word bank of vocabulary in SAE, for example subject-specific vocabulary
- understanding and using metalanguage correctly
- using discourse markers, for example, for showing cause and effect
- understanding and using collocations, idiomatic expressions and colloquialisms
- using synonyms and antonyms as required
- using lexical chains to achieve cohesion
- choosing vocabulary appropriate to purpose and audience
- using descriptive, rhetorical and persuasive language
- understanding and using formulaic and fixed expressions and collocations
- understanding proverbs
- understanding word order within clauses and sentences.

Grammatical competence:

- clause and sentence structure
- questioning (including rhetorical questioning)
- types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes
- verb structures and tenses
- modality
- voice (active, passive)
- clause type (declarative, interrogative, imperative and exclamative)
- nominalisation
- additive, comparative, temporal and consequential conjunctions
- use of correct noun-verb agreement
- negative questioning
- direct and indirect speech
- use of reference items to achieve cohesion.

Semantic competence:

- listening for specific content
- understanding and using words appropriate to the different semantic fields of SAE
- identifying shifts in meaning according to syntax
- identifying inferred meanings in texts
- identifying ambiguous or inappropriate communication
- using appraisal to express engagement, attitude and gradation
- distinguishing between fact and opinion
- understanding the SAE classification systems used in academic environments.

Sociolinguistic competence:

- questioning for clarification as needed
- negotiating meaning
- understanding how language is used to persuade
- experimenting with the register of texts (tone, language, audience)
- initiating, sustaining and ending conversations in casual and formal contexts
- identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns).

Sociocultural understanding:

- identifying register variations between familiar, semi-formal and some formal contexts
- recognising some common cultural references
- recognising some irony and how humour is created
- using culturally accepted politeness conventions in listening, speaking and written protocols
- recognising cultural variations in acceptance of novice and expert knowledge
- understanding cultural differences in eye contact and personal space
- identifying cultural variations in symbolism, classification and gender behaviours.

Links to Foundation to Year 10

Each senior secondary English subject draws upon, develops and emphasises different knowledge, understanding, 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, while students encounter, respond to, analyse and create a wide range of literary texts in *EAL/D*, the focus of the units is on language learning and the development of oral language and literacy skills in SAE.

Representation of General capabilities

General capabilities covered in *EAL/D* 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 *EAL/D* literacy skills are developed in conjunction with language learning through a focus on comprehending and creating written, spoken, visual and digital texts or a combination of these, and using and modifying language for different purposes in a range of contexts. In *EAL/D* students apply, extend and refine their repertoire of literacy skills and practices by studying the use and impact of English in texts and contexts outside the classroom and in other subjects.

Numeracy

Students use numeracy in *EAL/D* 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 *EAL/D* 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. In *EAL/D* students use digital tools to create and respond to texts. They develop skills in reading, viewing and responding to digital and multimodal texts and create texts using different modes and mediums to practise and consolidate their English language skills.

Critical and creative thinking

Critical and creative thinking is integral to the study of and creation of texts in *EAL/D*. 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 *EAL/D* by developing their communication skills, teamwork, and understanding of verbal and non-verbal modes of interaction. They develop empathy with and appreciation of the perspectives of others. The study of *EAL/D* helps students to understand and more effectively manage themselves and 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 and social situations. *EAL/D* actively assists students with the development of communication skills needed for conversation, research, presentations, 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

Ethical understanding is explored in *EAL/D* 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 examine and question values, attitudes, perspectives and assumptions in texts, comparing these with their own. Students develop greater empathy for the rights and opinions of others by interacting with and interrogating a range of texts and social situations. *EAL/D* assists students to develop the skills of visualising and predicting the consequences of certain behaviours and engaging in the exploration of rights and responsibilities. They develop increasingly advanced communication, research, and presentation skills to express considered viewpoints. They develop effective and ethical research strategies and research protocols.

Intercultural understanding

In *EAL/D*, 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.

English as an Additional Language or Dialect

Unit 1

Unit Description

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. Students explore the relationship between these structures and features and the context, purpose and audience of texts. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

Learning Outcomes

By the end of this unit, students:

- communicate ideas and opinions in a range of contexts
- demonstrate literal and inferential comprehension of information, ideas and language used in texts
- understand and apply social and cultural references from different contexts
- plan and create oral, written and multimodal texts appropriate to purpose and audience.

Content Descriptions

Communication skills and strategies including:

- seeking assistance and asking for clarification in social and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding (ACEEA001)
- using intelligible pronunciation, intonation, stress and rhythm at word and phrase level in texts, for example, interviews and role plays (ACEEA002)
- understanding non-verbal cues as related to SAE contexts; for example, conventions of eye contact, gesture, physical space/distance (ACEEA003)
- understanding and using some common cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts (ACEEA004)
- using active listening strategies and working collaboratively with others. (ACEEA005)

Comprehension skills and strategies including:

- predicting the form and content of texts from structural and visual elements and contextual information (ACEEA006)
- describing linguistic and structural features of a range of more complex text types including literary and transactional texts (ACEEA007)
- distinguishing between fact and opinion, main ideas and supporting details presented in texts (ACEEA008)
- defining common cultural references and implied meanings in texts (ACEEA009)
- locating 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)
- using a range of reference texts such as bilingual dictionaries to assist language learning and comprehension (ACEEA011)
- using strategies to reflect on and consolidate own learning. (ACEEA012)

Language and text analysis skills and strategies including:

- describing how different purposes and contexts influence language choices and meaning (ACEEA013)
- explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance (ACEEA014)
- describing the effect of register, style and tone on meaning (ACEEA015)
- explaining the effects of descriptive language and imagery in texts (ACEEA016)
- analysing how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity (ACEEA017)
- describing the forms and conventions of texts created in different modes and mediums including visual texts (ACEEA018)
- describing similarities in and differences between texts (ACEEA019)
- using metalanguage to discuss texts and their composition. (ACEEA020)

Create a range of texts:

- using appropriate structure and content to communicate ideas and opinions for different purposes and audiences (ACEEA021)
- using digital, multimodal and print-based technologies (ACEEA022)
- using common language features, for example, subject specific vocabulary, synonyms and antonyms, adjectives and

adverbs used to create modality, some nominalisation, common collocations and idioms (ACEEA023)

- using description, characterisation, and direct and indirect speech (ACEEA024)
- using cohesive devices at sentence, paragraph and whole text level (ACEEA025)
- using research skills and strategies, for example, note-taking and note-making, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately (ACEEA026)
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. (ACEEA027)

English as an Additional Language or Dialect

English as an Additional Language or Dialect

Unit 2

Unit Description

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

Learning Outcomes

By the end of this unit, students:

- use communication skills to analyse and compare attitudes and values in texts
- demonstrate literal and inferential comprehension of information, ideas and language used in texts
- understand personal, social and cultural attitudes and perspectives in a range of texts from different contexts
- plan, create and refine oral, written and multimodal texts appropriate to context, purposes and audiences.

Content Descriptions

Communication skills and strategies including:

- initiating, sustaining and concluding interactions in a range of familiar and unfamiliar contexts (ACEEA028)
- using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level (ACEEA029)
- understanding and using non-verbal cues in a range of formal and informal contexts (ACEEA030)
- understanding common cultural references, conceptual metaphors and connotations (ACEEA031)
- experimenting with register and tone to create rapport (ACEEA032)
- organising and presenting spoken information appropriate to audience and purpose (ACEEA033)
- listening, reading and viewing for specific purposes and content. (ACEEA034)

Comprehension skills and strategies including:

- describing and classifying the form, medium and subject matter of texts (ACEEA035)
- describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in literary texts (ACEEA036)
- explaining ideas, issues and arguments presented in non-fiction texts (ACEEA037)
- interpreting cultural references and implied meanings in texts (ACEEA038)
- locating, selecting and evaluating information sources and synthesising information from these sources (ACEEA039)
- using a range of reference texts (including bilingual dictionaries) to assist interpretation and explanation of ideas. (ACEEA040)

Language and text analysis skills and strategies including:

- describing how the selection of text structures and language features can influence an audience (ACEEA041)
- explaining overt and implicit assumptions made in texts, for example, as seen in editorial opinions and stereotypes in advertising (ACEEA042)
- explaining the effects of shifts in register, style and tone (ACEEA043)
- analysing how point of view shapes audience response (ACEEA044)
- analysing connections between texts (ACEEA045)
- explaining the visual features of texts and interpreting graphic representations of data (ACEEA046)
- using language to express judgement of an object, a process, or a performance (ACEEA047)
- using metalanguage to express personal and critical responses to texts. (ACEEA048)

Create a range of texts:

- using different types of texts to present ideas and opinions for different purposes and audiences in a range of digital, multimodal and print-based technologies (ACEEA049)
- using subject-specific vocabulary, nominalisation, and nouns and verbs used to create modality, collocations, idioms and figurative language (ACEEA050)
- using a range of cohesive and structural devices (ACEEA051)
- using persuasive, descriptive and emotive language as appropriate (ACEEA052)
- using experimentation with different registers and tones (ACEEA053)

- using research skills and strategies, for example, notes, summaries and graphic organisers to collect, collate and evaluate information, appropriate paraphrasing, quotation, in-text citation and end-of-text referencing (ACEEA054)
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries. (ACEEA055)

English as an Additional Language or Dialect

Units 1 and 2 Achievement Standards

Responding to oral, written and multimodal texts

| A | B | C | D | E |
|--|--|--|---|--|
| <ul style="list-style-type: none"> analyses main ideas and supporting details in texts to comprehend literal and inferential meanings analyses ways in which language choices and type of text are created to suit particular purposes and contexts evaluates the effectiveness of text structures and language features in texts, in persuading and influencing audiences analyses social and cultural references in texts and evaluates their effects and implications | <ul style="list-style-type: none"> analyses main ideas and supporting details in texts to identify literal and inferential meanings analyses how purpose and context shape language choices and the type of texts that are created analyses how text structures and language features are used to persuade audiences in familiar and some unfamiliar texts analyses social and cultural references in texts and explains their effects | <ul style="list-style-type: none"> explains literal meanings and main ideas in texts explains how purpose and context shape the type of texts that are created explains how text structures and language features are used to persuade audiences in familiar texts explains some social and cultural references in texts | <ul style="list-style-type: none"> describes literal meanings and main ideas in texts describes the purpose and context of texts describes aspects of text structures and language features used in familiar and some unfamiliar texts identifies some social or cultural references in texts | <ul style="list-style-type: none"> locates some information in texts identifies the purpose or context of texts identifies some aspects of text structures and language features used in familiar texts identifies obvious social and cultural references in texts |

Creating oral, written and multimodal texts

| A | B | C | D | E |
|---|---|--|---|--|
| <ul style="list-style-type: none"> • communicates ideas and information clearly and concisely in oral interactions • presents ideas and opinions selecting relevant evidence and examples to support a point of view • structures texts effectively for contexts, purposes and audiences in different modes and mediums • uses language features and conventions confidently and with sustained control of expression | <ul style="list-style-type: none"> • communicates ideas and information competently in oral interactions • presents ideas and opinions selecting clear examples to support a point of view • structures texts appropriately for contexts, purposes and audiences in different modes and mediums • uses language features and conventions with clarity and control of expression | <ul style="list-style-type: none"> • communicates ideas and information in oral interactions • presents ideas and opinions using some examples • structures texts for familiar and some unfamiliar contexts, purposes and audiences in different modes and mediums • uses language features and conventions with some consistency and accuracy | <ul style="list-style-type: none"> • communicates some ideas and information in oral interactions • presents some ideas and opinions • structures texts for some familiar contexts, purposes or audiences in different modes and mediums • uses simple language features and conventions with some accuracy | <ul style="list-style-type: none"> • communicates ideas or information in some familiar contexts • presents simple ideas or opinions • reproduces some text structures in different modes and mediums • uses simple language features or conventions with limited accuracy |

English as an Additional Language or Dialect

Unit 3

Unit Description

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

Learning Outcomes

By the end of this unit, students:

- use communication skills to evaluate how texts present ideas and opinions
- understand the relationships between information, ideas, language and values in texts
- investigate and compare personal, social and cultural attitudes and perspectives in a range of texts from different contexts
- plan, create and refine extended oral, written and multimodal texts appropriate to different contexts, purposes and audiences.

Content Descriptions

Communication skills and strategies including:

- participating in a range of oral interactions such as rehearsed and impromptu classroom dialogues (for example, debates, discussions, role plays) (ACEEA056)
- using pausing, stress, rhythm, pitch and intonation to emphasise meaning (ACEEA057)
- using non-verbal cues to create rapport in a range of situations (ACEEA058)
- using cultural references, idioms and colloquialisms (ACEEA059)
- selecting and sustaining register and tone to suit different purposes, contexts and audiences. (ACEEA060)

Comprehension skills and strategies including:

- comparing and contrasting texts from different cultures and times, and discussing their purposes and effects (ACEEA061)
- distinguishing between and evaluating facts and opinions presented in texts (ACEEA062)
- examining how narrative point(s) of view are used to convey ideas, attitudes and values in literary texts and how arguments are presented in non-fiction texts (ACEEA063)
- explaining cultural beliefs and assumptions reflected in texts (ACEEA064)
- framing research questions to direct inquiry and synthesising information from multiple sources, including literary and non-literary texts (ACEEA065)
- reflecting on and analysing how language choices have influenced audience response. (ACEEA066)

Language and text analysis skills and strategies including:

- analysing how texts are influenced by other texts and contexts (ACEEA067)
- evaluating the effect of persuasive techniques, for example, rhetorical devices (ACEEA068)
- explaining the effects of literary and humorous techniques; for example, figurative language, rhythm and rhyme, and dramatic irony (ACEEA069)
- analysing the relationships between words, images and compositional aspects of texts that have visual elements (ACEEA070)
- evaluating the validity and relevance of evidence and assumptions in texts (ACEEA071)
- analysing how language forms and conventions used in different modes and mediums influence audiences (ACEEA072)
- using language to express a personal evaluation of an object, a process or a performance (ACEEA073)
- using metalanguage to review and evaluate texts. (ACEEA074)

Create a range of texts:

- using a range of genres and digital, multimodal and print-based technologies (ACEEA075)
- using language that influences the audience or that privileges certain ideas or perspectives over others (ACEEA076)
- using different sentence structures and forms suited to purpose, audience and subject (ACEEA077)
- using modality (including modality in a hypothetical past), nominalised language and discourse markers (ACEEA078)
- using sources such as reference texts, graphs, data and environmental texts to present a sustained and logical argument, and using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing (ACEEA079)
- using strategies for assessing the relevance, reliability and validity of sources (ACEEA080)

- using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses. (ACEEA081)

English as an Additional Language or Dialect

English as an Additional Language or Dialect

Unit 4

Unit Description

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

Learning Outcomes

By the end of this unit, students:

- respond to issues and ideas using sustained, persuasive and effective communication
- investigate the relationships between information, ideas, language and values in a range of texts
- examine personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts
- plan, create and refine extended oral, written and multimodal texts appropriate to a range of contexts, purposes and audiences.

Content Descriptions

Communication skills and strategies including:

- participating in and managing collaborative discussions and presentations in a range of contexts, for example debates and seminars (ACEEA082)
- using pausing, stress, rhythm, pitch and intonation for particular effects (ACEEA083)
- using a range of non-verbal cues to complement and enhance meaning (ACEEA084)
- using devices such as understatement, exaggeration and stereotyping (ACEEA085)
- modulating register and tone to achieve specific purposes and effects. (ACEEA086)

Comprehension skills and strategies including:

- comparing and contrasting texts in different forms and mediums, their purposes and effects, and the values, attitudes and biases reflected in these texts (ACEEA087)
- analysing connotations and figurative language, for example, metaphors, imagery and personification (ACEEA088)
- evaluating how rhetorical devices are designed to influence and persuade (ACEEA089)
- evaluating how audience response to ideas and issues is manipulated (ACEEA090)
- integrating ideas and information from a range of literary and reference texts using direct and indirect quotation (ACEEA091)
- reflecting on and evaluating personal interpretations and those of others. (ACEEA092)

Language and text analysis skills and strategies including:

- analysing and explaining how changes in context create changes in meaning (ACEEA093)
- analysing how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues (ACEEA094)
- analysing how culturally based representations of concepts such as knowledge or authority are conveyed (ACEEA095)
- evaluating the manipulation of text structures and language features for different purposes (ACEEA096)
- analysing and using elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts. (ACEEA097)

Create a range of texts:

- using a range of types of texts and digital, multimodal and print-based technologies (ACEEA098)
- using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features (ACEEA099)
- using stylistic and grammatical choices for effect, including complex lexical elements, modality in the past conditional and subject-specific language forms and features (ACEEA100)
- using culturally specific phrases, idioms, collocations and references (ACEEA101)
- using a range of research sources and methods, for example, interviews, surveys or questionnaires (ACEEA102)
- using accurate attribution of knowledge and appropriate referencing (ACEEA103)
- using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses. (ACEEA104)

English as an Additional Language or Dialect

Units 3 and 4 Achievement Standards

Responding to oral, written and multimodal texts

| A | B | C | D | E |
|---|--|--|---|--|
| <ul style="list-style-type: none"> evaluates information, ideas and attitudes presented in texts, demonstrating insightful understanding critically analyses how relationships between context, purpose and audience influence texts evaluates the effectiveness of text structures, language features and conventions in different modes and mediums to convey personal, social and cultural perspectives critically analyses relationships between language, values, culture and identity and evaluates how they influence and change understanding | <ul style="list-style-type: none"> evaluates information, ideas and attitudes presented in texts, demonstrating clear understanding analyses how context, purpose and audience together influence texts analyses how text structures, language features and conventions are used in different modes and mediums to convey personal, social and cultural perspectives analyses connections between language, values, culture and identity and explains how they influence understanding | <ul style="list-style-type: none"> explains information, ideas and attitudes presented in texts explains how context, purpose and audience influence texts analyses how text structures, language features and conventions are used in different modes and mediums to convey some perspectives explains connections between language, values, culture and identity | <ul style="list-style-type: none"> describes information and ideas presented in texts describes how some aspects of context, purpose and audience influence texts describes how some text structures, language features and conventions are used in different modes and mediums identifies connections between language, values, culture and identity | <ul style="list-style-type: none"> identifies some information and ideas presented in texts identifies how some aspects of context, purpose or audience influence texts identifies text structures, language features or conventions used in different modes and mediums identifies some aspects of language, culture and identity |

Creating oral, written and multimodal texts

| A | B | C | D | E |
|--|---|--|---|--|
| <ul style="list-style-type: none"> • sustains communication fluently, spontaneously and appropriately in oral interactions • selects compelling evidence and examples to justify ideas and arguments • structures texts that are innovative and effective for diverse contexts, purposes, audiences, modes and mediums • uses sophisticated language features and conventions with effective control of style, register and expression | <ul style="list-style-type: none"> • sustains communication clearly and effectively in oral interactions • selects relevant evidence and examples to support ideas and arguments • structures texts that are effective for different contexts, purposes, audiences, modes and mediums • uses complex language features and conventions with consistent control of register and expression | <ul style="list-style-type: none"> • sustains communication in a range of oral interactions • selects evidence and examples to support ideas and arguments • structures texts appropriate to different contexts, purposes, audiences, modes and mediums • uses language features and conventions with control of register and expression | <ul style="list-style-type: none"> • communicates ideas and information in straightforward oral interactions • uses some evidence or examples to support ideas and arguments • structures texts for some contexts, purposes, audiences, modes and mediums • uses familiar language features and conventions with some control of expression | <ul style="list-style-type: none"> • communicates ideas or information in some contexts • presents some ideas or points of view • reproduces text structures in different modes and mediums • uses some language features and conventions with limited control of expression |

English as an Additional Language or Dialect

Bridging Unit 1

Unit Description

Bridging Unit 1 is designed for students who are at the Emerging phase of the EAL/D Foundation to Year 10 learning progression and focuses on developing communication skills in a range of contexts across the language modes of SAE. There is a particular focus on developing oral communication skills. Age-appropriate texts are used to develop vocabulary, grammar, language learning strategies and understanding. This includes the comprehension and retrieval of key information from familiar texts. The unit will enable students to apply their knowledge and understanding as they create simple texts that express their needs, opinions and ideas.

Learning Outcomes

By the end of this unit, students:

- communicate to express their ideas on familiar topics using visual aids, modelled text and/or teacher support
- demonstrate an understanding of the main ideas in familiar texts and of literal information at sentence level
- respond to familiar texts and begin to articulate opinions
- create short, simply structured oral, written and multimodal texts on familiar topics with some accuracy.

Content Descriptions

Communication skills and strategies including:

- communicating needs and ideas to others using visual cues or home language or dialect (ACEEA105)
- repeating modelled pronunciation and intonation, patterns of words, phrases, simple clauses, and sentences (ACEEA106)
- engaging in group work to promote language learning (ACEEA107)
- understanding common cultural gestures and behaviours used by SAE speakers; for example, nods, eye contact, and non-verbal behaviour such as turn-taking and the distance deemed appropriate when engaging in conversation. (ACEEA108)

Comprehension skills and strategies including:

- using visual information and home language or dialect to support understanding (ACEEA109)
- identifying characters and settings presented in stories (ACEEA110)
- keeping charts or lists to organise or classify new vocabulary and knowledge (ACEEA111)
- retelling the gist and responding to texts and ideas considered in class (ACEEA112)
- identifying familiar vocabulary and morphemes, and using these to determine meaning from texts (ACEEA113)
- using dictionaries, picture dictionaries and bilingual resources to understand texts. (ACEEA114)

Language and text analysis skills and strategies including:

- understanding the purpose of the various forms of communication (ACEEA115)
- using visual cues to predict subject matter and content in literary texts (ACEEA116)
- knowing that language choices can influence the success of communication (ACEEA117)
- identifying how language and imagery can change according to context (ACEEA118)
- articulating different ways that texts can be interpreted. (ACEEA119)

Create a range of texts:

- using some written and oral text forms and grammatical structures, including the linear sequencing of events through the use of simple sentences, conjunctions, punctuation and paragraphs (ACEEA120)
- using simple first-person recounts and descriptions (ACEEA121)
- using graphic representations of information (ACEEA122)
- using everyday vocabulary (ACEEA123)
- using commonly used logographs, for example \$, &, and abbreviations, for example Mr, Mrs (ACEEA124)
- using teacher editing and conferencing including editing for word order, articles, prepositions and simple tenses. (ACEEA125)

English as an Additional Language or Dialect

English as an Additional Language or Dialect

Bridging Unit 2

Unit Description

Bridging Unit 2 is aimed at students in the late Emerging phase of the EAL/D Foundation to Year 10 learning progression. It focuses on consolidating communication skills in a range of contexts across the language modes of SAE. Through explicit teaching, the unit focuses on the consolidation of everyday vocabulary and the creation of connected oral, written and multimodal texts. Age-appropriate texts are used as a guide to respond to or reproduce simple texts in informal and rehearsed formal contexts. This unit will enable students to develop strategies for collecting, organising and presenting ideas and information.

Learning Outcomes

By the end of this unit, students:

- present rehearsed texts on familiar topics with some reliance on visual aids, modelled texts and/or teacher support
- comprehend literal information in a range of short, familiar texts
- respond to familiar texts and begin to support ideas by identifying some common language features
- create short, simply structured oral, written and multimodal texts with growing accuracy.

Content Descriptions

Communication skills and strategies including:

- communicating ideas orally, digitally and in writing; rewording for understanding and asking for clarification or repetition; using home language or dialect (ACEEA126)
- independently approximating the pronunciation, intonation and stress of words and phrases (ACEEA127)
- collaborating to produce short texts that present facts, a point of view or opinion (ACEEA128)
- using rules of politeness in SAE for everyday situations, for example, through acknowledging the speaker when being spoken to, interacting with a range of participants, entering and exiting conversations, making email contact or using protocols in social situations such as visiting or dining. (ACEEA129)

Comprehension skills and strategies including:

- interpreting non-verbal cues and intonation to guess the meaning in unfamiliar situations (ACEEA130)
- identifying and describing characters, settings and events presented in stories (ACEEA131)
- using simple graphic organisers (ACEEA132)
- identifying essential information from a range of familiar texts (ACEEA133)
- retelling and responding to familiar texts (ACEEA134)
- using known vocabulary and familiar text structures to find information (ACEEA135)
- using modelled research skills and strategies to find information. (ACEEA136)

Language and text analysis skills and strategies including:

- identifying the way information in texts has been ordered and structured (ACEEA137)
- identifying and explaining text structures and language features used in literary texts (ACEEA138)
- explaining the purposes of common text types (ACEEA139)
- understanding and explaining how information may be included in or excluded from texts to achieve a purpose (ACEEA140)
- identifying the persuasive nature of simple text types (ACEEA141)
- understanding how there can be nuances in familiar, commonly used words. (ACEEA142)

Create a range of texts:

- using simple written and oral text forms, punctuation and grammatical structures including graphic representations of information (ACEEA143)
- using descriptions of people, places and events (ACEEA144)
- using a growing range of technologies and mediums (ACEEA145)
- using simple comparative language, and reference items such as referential and demonstrative pronouns (ACEEA146)
- using modal adjectives and adverbs, for example, always, never, sometimes, often (ACEEA147)
- using familiar vocabulary including countable and uncountable nouns (ACEEA148)
- using growing accuracy with spelling (ACEEA149)
- using a growing range of conjunctions (ACEEA150)
- using simple strategies for planning and editing. (ACEEA151)

English as an Additional Language or Dialect

Bridging Units 1 and 2 Achievement Standards

Responding to oral, written and multimodal texts

| A | B | C | D | E |
|---|---|---|---|--|
| <ul style="list-style-type: none">explains literal and implied ideas and information presented in short textsexplains an attitude or point of view in simple textsexplains the purpose of familiar text structures and vocabulary used in texts | <ul style="list-style-type: none">describes literal and some implied ideas and information presented in short textsdescribes an attitude or point of view in simple textsdescribes the purpose of familiar text structures and vocabulary used in texts | <ul style="list-style-type: none">identifies literal ideas and information presented in short familiar textsidentifies a point of view in simple textsidentifies the purpose of familiar text structures and vocabulary used in texts | <ul style="list-style-type: none">locates some literal information presented in short familiar texts with supportunderstands that texts have a purposeidentifies some familiar text structures and vocabulary used in texts | <ul style="list-style-type: none">locates very limited literal information in some short familiar texts with supportlocates simple text structures and vocabulary used in texts |

Creating oral, written and multimodal texts

| A | B | C | D | E |
|--|---|--|--|---|
| <ul style="list-style-type: none"> • communicates ideas for different purposes and audiences in oral interactions • creates texts that describe varied events and personal information clearly in different modes and mediums • uses familiar text structures and language features • communicates simple ideas with clarity | <ul style="list-style-type: none"> • communicates ideas for familiar purposes and audiences in oral interactions • creates texts that describe events and personal information in different modes and mediums • uses some familiar text structures and language features • communicates simple ideas meaningfully with some clarity | <ul style="list-style-type: none"> • communicates an idea for some familiar purposes and audiences in oral interactions • creates texts that recount experiences or personal information in different modes and mediums • reproduces familiar text structures and language features • communicates simple ideas with limited control of expression | <ul style="list-style-type: none"> • communicates an idea for a familiar purpose in oral interactions • creates texts that recount aspects of experiences or personal information in different modes and mediums • reproduces some familiar text structures and language features • repeats simple ideas with very limited control of expression | <ul style="list-style-type: none"> • communicates in limited oral interactions • creates simple recounts or descriptions in different modes and mediums • demonstrates minimal control of expression |

English as an Additional Language or Dialect

Bridging Unit 3

Unit Description

Bridging Unit 3 is aimed at students who are in the Developing phase of the EAL/D Foundation to Year 10 learning progression. It focuses on responding to and creating extended texts in familiar contexts in SAE. By using the language modes, students engage with familiar and some unfamiliar texts, including literary texts. Language skills for effective communication in SAE in most social, familiar and some community situations are developed. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

Learning Outcomes

By the end of this unit, students:

- communicate in a variety of rehearsed and unrehearsed contexts
- demonstrate literal comprehension of information and ideas used in familiar and simple unfamiliar texts
- respond to texts to identify purpose, audience, language features and social references
- create short, simply structured oral, written and multimodal texts using a growing range of vocabulary and simple grammatical structures.

Content Descriptions

Communication skills and strategies including:

- communicating ideas and opinions in a growing range of situations and rephrasing when meaning is unclear (ACEEA152)
- using intelligible pronunciation and intonation of words and phrases (ACEEA153)
- collaborating as a way to solve problems or to create texts (ACEEA154)
- adopting expected listening behaviours in some unfamiliar situations (ACEEA155)
- interacting and using forms of address appropriately in familiar and classroom contexts (ACEEA156)
- demonstrating some understanding of common idiomatic and colloquial expressions. (ACEEA157)

Comprehension skills and strategies including:

- drawing on background knowledge or contextual cues to guess the meaning of unknown words (ACEEA158)
- translating from home language or dialect to SAE (ACEEA159)
- describing characters and settings presented in literary texts and recounting plot details (ACEEA160)
- using a range of strategies, such as retrieval charts or note-taking, to extract accurate information from a growing variety of texts (ACEEA161)
- identifying and responding to the main ideas in a range of familiar texts (ACEEA162)
- identifying emotive language and sociocultural references in a growing range of situations (ACEEA163)
- identifying and explaining common cultural references, idiomatic language and simple colloquialisms (ACEEA164)
- employing ICT and investigative strategies to locate information from other sources. (ACEEA165)

Language and text analysis skills and strategies including:

- articulating the purposes of a growing range of text types, including academic texts (ACEEA166)
- identifying dialogue, and first-person and third-person narration used in literary texts (ACEEA167)
- identifying common differences in lexis and grammar between spoken and written language in familiar texts (ACEEA168)
- understanding cultural variations in the use of language in everyday activities and relationships such as family, leisure activities or attitudes (ACEEA169)
- identifying common variations of language and structure across different mediums. (ACEEA170)

Create a range of texts:

- using appropriate form, content and style for a range of common purposes and audiences (ACEEA171)
- using first-person and third-person narration (ACEEA172)
- using a growing range of fonts and layouts for effect (ACEEA173)
- using commonly used technologies and media (ACEEA174)
- using some subject-specific vocabulary, synonyms, antonyms and collocations (ACEEA175)
- using modal auxiliaries such as 'will', 'would', 'can', 'should', 'might' (ACEEA176)
- using description, imagery and an awareness of characterisation (ACEEA177)
- using cohesive devices at paragraph level, including anaphoric and cataphoric reference, referential pronouns and common conjunctions (ACEEA178)

- using a growing range of strategies for planning and refining work, including editing for correct simple tenses, common punctuation, and a variety of simple and compound sentences. (ACEEA179)

English as an Additional Language or Dialect

Bridging Unit 4

Unit Description

Bridging Unit 4 is aimed at students who are in the late Developing phase of the EAL/D Foundation to Year 10 learning progression. It focuses on responding to and creating connected extended texts in personal, social, community and workplace contexts in SAE. The ability to use SAE language skills to communicate for a range of purposes is evident in the creation of oral, written and multimodal texts required in the workplace and some academic contexts. Some cultural assumptions are explored and explained through the study of a variety of texts, including popular and literary texts. Strategies for collecting, organising and presenting ideas and information are consolidated.

Learning Outcomes

By the end of this unit, students:

- participate in and maintain oral and written communication in a variety of contexts
- demonstrate literal and some inferential comprehension of information and ideas used in texts
- examine a growing range of texts to identify and discuss text structures and language features
- use SAE with some accuracy to create oral, written and multimodal texts with increasing awareness of context, purpose and audience.

Content Descriptions

Communication skills and strategies including:

- interacting with others in oral, written and digital forms in a range of contexts (ACEEA180)
- using intelligible pronunciation, intonation and stress of words and phrases (ACEEA181)
- seeking assistance and clarification in a range of contexts (ACEEA182)
- working collaboratively in learning activities (ACEEA183)
- initiating, sustaining and ending communication in a range of familiar, some unfamiliar and academic contexts (ACEEA184)
- using some common idiomatic and colloquial expressions appropriate for the context of communication. (ACEEA185)

Comprehension skills and strategies including:

- using knowledge of text structure to locate information and to aid understanding of increasingly unfamiliar texts (ACEEA186)
- identifying and discussing values and attitudes presented in literary texts (ACEEA187)
- adopting efficient forms of recording and collating information for a growing range of contexts (ACEEA188)
- identifying and describing the main ideas and some supporting details in a range of familiar and some unfamiliar texts (ACEEA189)
- identifying reference items and their role in creating cohesive texts (ACEEA190)
- identifying and explaining common metaphors, symbols and sociocultural references in texts. (ACEEA191)

Language and text analysis skills and strategies including:

- explaining the purposes and structures of different types of texts (ACEEA192)
- identifying and describing text structures and language features used in a variety of texts, including some literary texts (ACEEA193)
- identifying shifts in lexis and grammar between spoken and written language in a growing range of contexts (ACEEA194)
- explaining how meaning changes with shifts in tone and register (ACEEA195)
- identifying and describing how cultural variations in values and beliefs, for example, respect or honour, and the concepts of community and society, are represented by language. (ACEEA196)

Create a range of texts:

- using appropriate form, content and style for a range of common, and some unfamiliar, purposes and audiences (ACEEA197)
- using a combination of technologies and mediums (ACEEA198)
- using common subject-specific vocabulary, synonyms, antonyms and collocations (ACEEA199)
- using imaginative and descriptive language and growing control over direct and indirect speech (ACEEA200)
- using a range of common cohesive devices at sentence, paragraph and whole-text level such as referencing, lexical chains and conjunctions (ACEEA201)
- using simple, compound and some complex sentences (ACEEA202)
- using modality in the present tense (ACEEA203)
- using strategies for planning and refining work such as editing for consistent use of common punctuation. (ACEEA204)

English as an Additional Language or Dialect

Bridging Units 3 and 4 Achievement Standards

Responding to oral, written and multimodal texts

| A | B | C | D | E |
|---|--|---|--|--|
| <ul style="list-style-type: none">• distinguishes between literal and implied meanings and analyses main ideas in familiar texts• explains the purpose and audience of texts• explains the effects of some text structures and language features used in texts• explains common cultural references in texts | <ul style="list-style-type: none">• explains literal meanings, some implied meanings and main ideas in familiar texts• describes the purpose and audience of texts• describes the effects of some text structures and language features used in texts• describes some common cultural references in texts | <ul style="list-style-type: none">• explains literal meanings and main ideas in familiar texts• identifies the purpose and audience of texts• describes some text structures and language features• identifies common cultural references in texts | <ul style="list-style-type: none">• describes literal meanings in short familiar texts• identifies the purpose of texts• identifies some text structures and language features• identifies some common cultural references in texts | <ul style="list-style-type: none">• identifies some literal meanings in texts• refers to some text structures and language features |

Creating oral, written and multimodal texts

| A | B | C | D | E |
|---|---|---|--|---|
| <ul style="list-style-type: none"> • communicates appropriately in different contexts in oral interactions • creates familiar and some unfamiliar texts which are appropriate to different purposes, audiences, modes and mediums • selects text structures and language features appropriate to different types of texts • communicates ideas with clarity and control of expression in different contexts | <ul style="list-style-type: none"> • communicates clearly in familiar and some unfamiliar contexts in oral interactions • creates familiar texts appropriate to different purposes, audiences, modes and mediums • uses text structures and language features in different types of texts • communicates ideas meaningfully and with some clarity and control of expression | <ul style="list-style-type: none"> • communicates in familiar contexts in oral interactions • creates familiar texts for different purposes, audiences, modes and mediums • uses simple text structures and language features in different types of texts • communicates ideas with control of expression | <ul style="list-style-type: none"> • communicates in some familiar contexts in oral interactions • creates texts for some familiar purposes and audiences in different modes and mediums • uses a limited range of familiar text structures and language features • communicates ideas with some control of expression | <ul style="list-style-type: none"> • communicates in some oral interactions • creates texts for some familiar purposes in different modes and mediums • uses a very limited range of familiar text structures and language features • communicates ideas with limited control of expression |

English as an Additional Language or Dialect

English as an Additional Language or Dialect Glossary

Active listening strategies

Verbal and non-verbal behaviour used to promote accurate listening.

Adverb

A word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

Anaphoric and cataphoric reference

Anaphoric reference: when a word in a text refers back to other ideas in the text for its meaning, for example 'I saw Jim. He is well.'

Cataphoric reference: When a word refers to ideas later in the text, for example 'It is amazing! This car is the best new deal around!'

Appraisal

How attitudes are expressed in texts; that is, interpersonal meanings which convey an author's evaluation of something or someone and which help to position the audience.

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.

Also, from the perspective of pragmatics, it is a system of appraisal comprising: affect (positive or negative feelings), appreciation (evaluations of worth), and judgement (attitudes towards behaviour).

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).

Clause

A grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]).

A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

A clause can be either a 'main' or 'subordinate clause' depending on its function:

- main clause does not depend on or function within the structure of another clause.
- subordinate clause depends on or functions within the structure of another clause – it may function directly within the structure of the larger clause, or indirectly by being contained within a group/phrase.

In these examples square brackets have been used to indicate the subordinate clause:

- 'I took my umbrella [because it was raining].'
- '[Because I am reading Shakespeare], my time is limited.'
- 'The man [who came to dinner] is my brother.'

Clause type

Clause type is also referred to as mood. It refers to the classification of clauses in terms of their primary function. There are four main clause types in English: declarative, interrogative, imperative, and exclamative.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.').

Collocation

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').

Complex sentence

A complex sentence has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am reading Shakespeare], my time is limited.'; 'The man [who came to dinner] is my brother.'

Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect].'

Comprehension strategies

Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge
- identifying literal information explicitly stated in the text
- making inferences based on information in the text and their own prior knowledge
- predicting likely future events in a text
- visualising by creating mental images of elements in a text
- summarising and organising information from a text
- integrating ideas and information in texts
- critically reflecting on content, structure, language and images used to construct meaning in a text.

Conceptual metaphor

Seeing one thing in terms of another, for example, argument is war; prices are rising.

Conjunction

A word class that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions.

Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or', 'but':

- 'Mum and Dad are here' (joining words)
- 'We visited some of our friends, but not all of them' (joining noun groups/phrases)
- 'Did he miss the train or is it just late?' (joining clauses).

Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that':

- 'When the meeting ended we went home' (time)
- 'That was because it was raining' (reason)
- 'I'll do it if you pay me' (condition)
- 'I know that he is ill' (declarative)
- 'I wonder whether/if she's right?' (interrogative).

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.

Dialect

Refers to English as an Additional Language or Dialect. EAL/D is the educational acronym referring to those students whose home language is a language or dialect other than Standard Australian English (SAE) and who require additional support to develop proficiency in SAE, which is the variety of spoken and written English used formally in Australian schools. The acronym EAL/D foregrounds the English language learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal or Torres Strait creole, or a variety of Aboriginal English, as their home language, as well as those who speak a traditional or heritage Indigenous language, and migrant and refugee students who speak an English-based creole, pidgin or dialect as their home language, as well as those who are learning English as a second or additional language (ESL/EAL).

Digital forms

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.

Discourse markers

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').

Dramatic irony

When the words and actions of the characters have a different meaning for the reader than they do for the characters.

Engagement

The perspective of the author (for example, 'It is obvious that...').

Everyday texts

Texts that are encountered in people's daily lives; for example, transport schedules, maps, emails, invitations, casual conversations, making an appointment with a doctor/dentist/health centre, an interaction with a retail person, a waiter taking orders, storytelling.

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').

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).

Grammar

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 word, the sentence and the text.

Group/phrase

The terms 'group' and 'phrase' are used by different schools of linguistics to refer to units intermediate between the clause and the word. In the English curriculum, 'group/phrase' is used to recognise these different usages. For example, the units enclosed in brackets in the following sentence are examples of a group/phrase: '(The carnival) (had made) (the two little girls with the red shirts) (very tired)'.

In the example, 'the carnival' and 'the two little girls with the red shirts' are called noun groups/phrases because they have a noun ('carnival' and 'girls') as their major element; similarly, 'had made' is a verb group/phrase and 'very tired' an adjective group/phrase.

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').

Intonation

The rise and fall of one's voice when speaking; sometimes used for emphasis.

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.

Layout

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.

Lexical chains

A sequence of related words in writing.

Lexis

Vocabulary of a language.

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).

Metalinguage

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').

Modality

An area of meaning having to do with possibility, probability, obligation and permission. In the following examples, the modal meanings are expressed by the auxiliary verbs 'must' and 'may':

- 'Sue may have written the note' (possibility)
- 'Sue must have written the note' (probability)
- 'You must postpone the meeting' (obligation)
- 'You may postpone the meeting' (permission).

Modality can also be expressed by several different kinds of words:

- adverbs (for example, 'possibly', 'necessarily', 'certainly', 'perhaps')
- adjectives (for example, 'possible', 'probable', 'likely', 'necessary')
- nouns (for example, 'possibility', 'necessity', 'obligation')
- modal verbs (for example, 'permit', 'oblige')

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.

Morpheme

The smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word 'cat' has one morpheme, while the word 'cats' has two morphemes: 'cat' for the animal and 's' to indicate that there is more than one. Similarly, 'like' has one morpheme, while 'dislike' has two: 'like' to describe appreciation and 'dis' to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words.

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.

Nominalisation

- A process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager').
- Also, a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city').
- Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

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.

Phrase

A unit intermediate between clause and word, consisting of a head word alone or accompanied by one or more dependents. The class of a phrase is determined by the head: a phrase with a noun as head is a noun group/phrase (for example, 'men' or 'the men who died'); one with a verb as head is a verb group/phrase (for example, 'went' or 'had gone').

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.

Preposition

A word class that usually describes the relationship between words in a sentence:

- space (for example, 'below', 'in', 'on', 'to', 'under', and so on: 'She sat on the table.')
- time (for example, 'after', 'before', 'since': 'I will go to the beach after lunch.')
- those that do not relate to space and time (for example, 'of', 'besides', 'except', 'despite', and so on: 'He ate all the beans except the purple ones')

Prepositions usually combine with a noun group/phrase to form a prepositional phrase (for example, 'in the office', 'besides these two articles').

Pronunciation

The way a word or language is spoken. This may vary regionally (for example, American English, British English), socially (by social class of speakers, their age, educational background, sexual orientation) and according to the setting (for example, formal, informal).

Register

The degree of formality or informality of language used for a particular purpose or in a particular social setting.

Rhetorical devices

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

Rhetorical question

A question that is asked to provoke thought rather than require an answer.

Rhythm

The 'beat' of spoken language. In a stress-timed language such as SAE, speakers put roughly equal time lags between stressed syllables, with the timing of the unstressed syllables between them being adjusted to accommodate the stress timing.

Scanning

When reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when readers first find a resource to determine whether it will answer their questions.

Sentence

In writing, a sentence is marked by punctuation, but in speech, the boundaries between sentences are not always so clear.

There are different types of sentences:

- simple sentence – has the form of a single clause (for example, 'David walked to the shops' or 'Take a seat.')
- compound sentence – has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect].'
- complex sentence – has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am reading Shakespeare], my time is limited.'; 'The man [who came to dinner] is my brother.'

Sociocultural

The way language is affected by the society and culture within which it is situated.

Sociolinguistic

The way language is affected by society and its social structures and attitudes.

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. Standard Australian English

Stress

The relative emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence.

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.

Subject matter

Refers to the topic or theme under consideration.

Syntax

The ways in which sentences are formed from words, group/phrases and clauses. In some education settings, the terms 'syntax' and 'grammar' are used interchangeably.

Tense

A grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time.

However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about:

- present states, as in 'He lives in Darwin'
- actions that happen regularly in the present, as in 'He watches television every night'
- 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'
- references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time.

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

Grammatical theme indicates importance both within a clause and across a text. In a clause, the theme 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.

Tone

Tone describes the way the 'voice' is delivered. For example, the tone of 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.

Verb

A word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

Verbs are essential to clause structure: all clauses contain a verb, except in certain types of ellipsis (for example, 'Sue lives in Sydney, her parents in Melbourne', where there is ellipsis of 'live' in the second clause).

Virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as '-s' and '-ed'. For example:

- walks (present tense)
- walked (past tense).

Other verbs have irregular forms that signal a change in tense. For example:

- present – 'am/is/are' and past – 'was/were'
- present participle 'being' and past participle 'been'.

Auxiliary verbs and modal verbs are two types of verbs:

- auxiliary verbs are also referred to as 'helping' verbs. They precede the main verb; for example, 'draw' (main verb) 'has drawn' (auxiliary verb assisting)
- modal verbs express a degree of probability (for example, 'I might come home') or a degree of obligation (for example, 'You must give it to me', 'You are not permitted to smoke in here').

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).

In English grammar, voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions.

In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient, whereas in the passive the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor.

In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive, and the subject of the active ('everyone') corresponds to the object of the preposition 'by'.

The Australian Curriculum

Essential English

Rationale and Aims

Rationale

Essential English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including everyday, community, social, further education, training and workplace contexts. *Essential English* is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The subject develops students' language, literacy and literary skills to enable students to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written and multimodal texts, including literary, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape different points of view and perspectives. Both independently and collaboratively, they apply their knowledge to create interpretive, imaginative, analytical and persuasive texts in different modes and mediums.

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, *Essential English* aims to develop students':

- capacity to use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts
- understanding of the ways in which text structure, stylistic feature and register combine to make meaning and influence responses
- proficiency in using and creating multimodal, literary and digital texts.

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 Essential English

Units

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret, and visualise ideas. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Students examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

Unit 3 focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The way in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed. This unit provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts. Emphasis is placed on articulating and constructing coherent, logical and sustained arguments and demonstrating an understanding of purpose, audience and context. When creating their own imaginative, analytical and interpretive texts, students are encouraged to consider their intended purpose, their representation of ideas and issues, and audience response.

Organisation of content

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

- Comprehension strategies
- Language and textual analysis
- Using information
- Creating texts.

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' refer 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 value 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 *Essential 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

Curious Incident of the Dog in the Night-time by Mark Haddon (novel)
Manhattan Dreaming by Anita Heiss (novel)
3 Plays by Asian Australians edited by Don Batchelor
Tyger Tyger by Michael Hyde (novel)
The Story of Tom Brennan by J.C Burke (novel)
The Black Balloon directed by Elissa Down (film)
Requiem for a Beast by Matt Ottley (multimodal)
The Sacrifice by Bruce Mutard (graphic novel)
The Rabbits by John Marsden and Shaun Tan (picture book)
The Sapphires directed by Wayne Blair (film)
The Motorcycle Diaries directed by Walter Salles (film)
Red Dog directed by Kriv Stenders (film)

Poetry

Billy Collins (animated poetry)
Wilfred Owen
Australian Poetry Library: <http://www.poetrylibrary.edu.au/>
Oodgeroo Noonuccal
60 *Classic Australian Poems* edited by Geoff Page
Windchimes: Asia in Australian poetry edited by Rowe and Smith

Non-fiction

From Kinglake to Kabul by Neil Grant and David Williams (creative non-fiction)
One Crowded Hour: Neil Davis by Tim Bowden (biography)
Into Thin Air by Jon Krakauer (memoir; film directed by Robert Markowitz)
Dust Echoes: <http://www.abc.net.au/dustechoes/>
When We Were Kings directed by Leon Gast (documentary)
Making Multicultural Australia: <http://www.multiculturalaustralia.edu.au>
Riding the Black Cockatoo by John Danalis (creative non-fiction)
Paul Kelly – Stories of Me directed by Ian Darling (documentary)

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, in *Essential English*, although literary texts remain an important component of the subject, the primary focus is on the development and demonstration of literacy and language skills in everyday, social and community contexts.

Representation of General capabilities

General capabilities covered in *Essential 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. Literacy skills are consolidated in *Essential English* through a focus on comprehending and creating written, spoken, visual and digital texts or a combination of these. Students develop their literacy skills and strategies by practising those communication skills required for further study, work, community life and active citizenship.

Numeracy

Students use numeracy in *Essential 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 factual 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 *Essential 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. In *Essential English* students develop increasingly sophisticated understandings of social and ethical practices in the use of digital information and communications. 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 *Essential 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 *Essential English* through collaborative work, and group and class discussions. The study of *Essential English* helps students to understand and more effectively manage themselves and their own learning. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts and social situations. *Essential English* actively assists students in the development of communication skills needed for conversation, research, presentations 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

Ethical understanding is explored in *Essential English* 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. Students examine and question values, attitudes, perspectives and assumptions presented in texts, comparing these with their own. They develop the skills of visualising and predicting the consequences of certain behaviours and engaging in the exploration of rights and responsibilities. They develop increasingly advanced communication, research, and presentation skills to express viewpoints by interacting with and interrogating a range of texts and social situations. They understand and apply ethical research practices, for example, acknowledging sources and avoiding plagiarism and collusion.

Intercultural understanding

In *Essential English*, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of texts – contemporary, 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

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Learning Outcomes

By the end of this unit, students:

- comprehend information, ideas and language in texts selected from everyday contexts
- understand language choices and the likely or intended effect of these choices in a range of texts
- create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts.

Content Descriptions

Use strategies and skills for comprehending texts including:

- using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence (ACEEE001)
- predicting meaning using text structures and language features (ACEEE002)
- making personal connections with texts (ACEEE003)
- questioning texts to draw conclusions. (ACEEE004)

Consider the ways in which texts communicate ideas, attitudes and values including:

- how social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)
- the ways text structures and language features are used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006)
- the use of narrative features, for example, point of view in film, fiction and video games. (ACEEE007)

Using information for specific purposes and contexts by:

- locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information (ACEEE008)
- understanding how texts are structured to organise information, for example, hyperlinks, chapter headings and indexes (ACEEE009)
- using strategies and tools for collecting and processing information, for example, graphic organisers and spreadsheets. (ACEEE010)

Create a range of texts:

- using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (ACEEE011)
- using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE013)
- using strategies for planning, recording sources of information and proofreading. (ACEEE014)

Unit 2

Unit Description

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Students examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

Learning Outcomes

By the end of this unit, students:

- examine how the structure and language of texts varies in different modes, mediums and contexts
- understand reasons for language choices and their effects on audiences in a variety of texts and contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.

Content Descriptions

Use strategies and skills for comprehending texts including:

- interpreting structural and language features and aural and visual cues used in texts (ACEEE015)
- making inferences from content, text structures and language features (ACEEE016)
- summarising ideas and information presented in texts (ACEEE017)
- identifying similarities and differences between own response to texts and responses of others. (ACEEE018)

Consider the ways in which context, purpose and audience influence meaning including:

- the ways in which main ideas, values and supporting details are represented in social, community and workplace texts (ACEEE019)
- the effects of mediums, types of texts and text structures on audiences, for example, pop-ups on websites, flashbacks in films and intonation in speeches (ACEEE020)
- the use of language features such as tone, register and style to influence responses, for example, character monologues in film, fiction and video games. (ACEEE021)

Using information for specific purposes and contexts by:

- locating and selecting information from a range of sources (ACEEE022)
- identifying the relevance and usefulness of each source (ACEEE023)
- using different strategies for finding information such as taking notes to summarise and/or paraphrase information. (ACEEE024)

Create a range of texts:

- using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts (ACEEE025)
- selecting text structures, language features and visual techniques to communicate and represent ideas and information (ACEEE026)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE027)
- using strategies for planning, drafting and proofreading, and appropriate referencing. (ACEEE028)

Units 1 and 2 Achievement Standards

Responding to oral, written and multimodal texts

| A | B | C | D | E |
|---|---|--|---|---|
| <ul style="list-style-type: none"> • analyses how medium, mode and text structure are integrated to achieve particular purposes and effects • evaluates how effectively details and examples are used to support main ideas in texts • analyses the effectiveness of language choices for different contexts, purposes and audiences • evaluates how effectively different ideas and information are presented in texts to persuade audiences | <ul style="list-style-type: none"> • analyses how medium, mode and text structure are used in texts to achieve particular purposes • analyses how details and examples are used to support the main ideas in texts • analyses how the context, purpose and audience of texts influence language choices • analyses how different ideas and information are presented in texts to persuade audiences | <ul style="list-style-type: none"> • explains the use of medium, mode and text structure in texts • distinguishes between and explains the main ideas and supporting details in texts • explains how the purpose and context of texts influence language use • explains how ideas and information are presented in texts | <ul style="list-style-type: none"> • describes elements of medium, mode and text structure in familiar texts • describes some main ideas and information in a text • identifies the purpose and context of texts and describes some elements of language use | <ul style="list-style-type: none"> • identifies some elements of medium, mode and text structure in familiar texts • identifies some ideas or information in a text • identifies the purpose and context of some texts |

Creating oral, written and multimodal texts

| A | B | C | D | E |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • integrates text structures and language features skilfully for different contexts and purposes • presents ideas and opinions persuasively in different modes and types of texts • selects and synthesises relevant information from different sources • communicates ideas demonstrating fluency and consistent control of expression | <ul style="list-style-type: none"> • selects text structures and language features effectively for different contexts and purposes • presents ideas and opinions effectively in different modes and types of texts • selects and integrates relevant information from different sources • communicates ideas using clear and controlled expression | <ul style="list-style-type: none"> • uses text structures and language features appropriately for different contexts and purposes • presents ideas and opinions appropriately in different modes and types of texts • selects relevant information from different sources • communicates ideas demonstrating appropriate expression | <ul style="list-style-type: none"> • uses text structures and language features with some understanding of context and purpose • presents some ideas and opinions appropriately • selects some information from different sources • communicates ideas demonstrating some control of expression | <ul style="list-style-type: none"> • uses some text structures and language features with limited understanding of context and purpose • presents some ideas and opinions • locates some information in texts • communicates ideas demonstrating limited control of expression |

Unit 3

Unit Description

Unit 3 focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

Learning Outcomes

By the end of this unit, students:

- examine the ways that points of view are presented in texts for different purposes and contexts
- understand how language choices persuade specific audiences
- create oral, written and multimodal texts that convey a point of view.

Content Descriptions

Use strategies and skills for comprehending texts including:

- distinguishing different points of view about the main ideas in texts (ACEEE029)
- identifying facts, opinions, supporting evidence and bias (ACEEE030)
- understanding the way attitudes and values are represented (ACEEE031)
- explaining shifts in intonation and point of view, identifying the effect of language choices on an audience. (ACEEE032)

Consider how different perspectives and values are presented in texts including:

- the relationships between context, purpose, and audience, and the impact on meaning in social, community and workplace texts (ACEEE033)
- use of mediums, types of texts, text structures and language features; for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font-style in websites and use of questioning strategies and tone of voice in interviews (ACEEE034)
- the use of narrative techniques; for example, characterisation and dialogue in novels and film, avatars in multiplayer video games and first person narrator. (ACEEE035)

Using information for specific purposes and contexts by:

- gathering different points of view, for example, through interviews, surveys, questionnaires, library and/or internet resources (ACEEE036)
- categorising and integrating ideas and information about specific themes or ideas (ACEEE037)
- understanding ethical research practices. (ACEEE038)

Create a range of texts:

- using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies (ACEEE039)
- selecting text structures, language features, and visual techniques to communicate and represent ideas and information for different contexts and purposes; for example, writing diary entries of real or imagined people, creating interactive websites, participating in workplace role plays and scripting fictional dialogues (ACEEE040)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE041)
- using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing. (ACEEE042)

Unit 4

Unit Description

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The way in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed. This unit provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts. Emphasis is placed on articulating and constructing coherent, logical and sustained arguments and demonstrating an understanding of purpose, audience and context. When creating their own imaginative, analytical and interpretive texts, students are encouraged to consider their intended purpose, their representation of ideas and issues, and audience response.

Learning Outcomes

By the end of this unit, students:

- investigate the way language is used to represent issues and attitudes
- understand ways in which language is used to influence and engage different audiences
- create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes.

Content Descriptions

Use strategies and skills for comprehending texts including:

- analysing issues and ideas represented in a range of texts and explaining points of view and implications (ACEEE043)
- evaluating the evidence upon which different views are based (ACEEE044)
- explaining how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
- reflecting on the way ideas and information are presented in texts. (ACEEE046)

Consider how attitudes and assumptions are presented in texts including:

- the representation of community, local or global issues in social, community, workplace or literary texts (ACEEE047)
- the use of mediums, types of texts, text structures and language features; for example, subjective and objective reporting in feature articles and current affairs programs, appeals to reason and emotion in persuasive texts and juxtaposition of images in websites (ACEEE048)
- how some points of view are privileged while others are marginalised or silenced; for example, the unreliable narrator in fiction and film, the antagonists in drama and video games or the presentation of only one point of view in a news story. (ACEEE049)

Using information for specific purposes and contexts by:

- investigating and synthesising ideas and information from a range of source material (ACEEE050)
- determining the relevance of source material to the context and topic (ACEEE051)
- employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. (ACEEE052)

Create a range of texts:

- expressing a logical point of view about an idea, issue or event in a range of mediums and digital technologies (ACEEE053)
- integrating text structures, language features and visual techniques to engage and persuade audiences; for example, creating a multimedia advertising campaign, presenting a PowerPoint report, writing and illustrating a picture book and recording a radio talkback program (ACEEE054)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE055)
- using an effective editing processes and appropriate referencing in the presentation of work. (ACEEE056)

Units 3 and 4 Achievement Standards

Responding to oral, written and multimodal texts

| A | B | C | D | E |
|---|---|--|--|---|
| <ul style="list-style-type: none"> evaluates the effectiveness of text structures and language features used to achieve particular purposes and effects critically analyses underlying attitudes and values reflected in a text and analyses the effect of the text evaluates how effectively the purpose and point of view of texts combine to influence response evaluates how effectively perspectives and ideas are represented in texts to engage and persuade an audience | <ul style="list-style-type: none"> analyses how text structures and language features are used to achieve particular purposes and analyses their effects analyses underlying attitudes and values reflected in a text and explains the effect of the text analyses how the purpose and point of view of texts work together to influence response analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience | <ul style="list-style-type: none"> explains how text structures and language features are used for particular purposes and explains their effect explains some attitudes and values reflected in a text and describes the effect of the text explains how the purpose and point of view of texts influence response explains how perspectives and ideas are represented in texts to engage or persuade an audience | <ul style="list-style-type: none"> describes the use of text structures and language features describes some attitudes and values reflected in a text describes the purpose and point of view of texts explains information and ideas in texts that engage an audience | <ul style="list-style-type: none"> identifies some text structures and language features identifies some attitudes or values in a text identifies some aspects of purpose or point of view of texts describes some information and ideas in texts |

Creating oral, written and multimodal texts

| A | B | C | D | E |
|--|--|---|---|--|
| <ul style="list-style-type: none"> creates sustained and well-argued texts for different contexts, purposes and audiences makes discerning selection of language features and text structures to influence and engage audiences in particular ways constructs a compelling and sustained argument comprehensively supported by relevant evidence and examples communicates ideas demonstrating fluency and sustained control of expression | <ul style="list-style-type: none"> creates effective and coherent texts for different contexts, purposes and audiences makes considered selection of language features and text structures effectively to influence and engage audiences constructs a coherent and logical argument consistently supported by relevant evidence and examples communicates ideas demonstrating clear and concise expression | <ul style="list-style-type: none"> creates texts appropriate for different contexts, purposes and audiences selects language features and text structures to influence and engage audiences constructs an argument supported by relevant evidence and examples communicates ideas demonstrating control of expression | <ul style="list-style-type: none"> creates texts for some contexts, purposes and audiences selects some language features and text structures to influence or engage audiences constructs an argument supported by some evidence and examples communicates ideas demonstrating some control of expression | <ul style="list-style-type: none"> creates simple texts for a specified context, purpose or audience selects some language features and text structures constructs a limited argument communicates ideas demonstrating limited control of expression |

Essential English Glossary

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.

Comprehension strategies

Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge
- identifying literal information explicitly stated in the text
- making inferences based on information in the text and their own prior knowledge
- predicting likely future events in a text
- visualising by creating mental images of elements in a text
- summarising and organising information from a text
- integrating ideas and information in texts
- critically reflecting on content, structure, language and images used to construct meaning in a text.

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.

Conventions

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/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature.

Form

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

Grammar

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 word, the sentence and the text.

Intonation

The rise and fall of one's voice when speaking; sometimes used for emphasis.

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.

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.

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.

Register

The degree of formality or informality of language used for a particular purpose or in a particular social setting

Rhetorical devices

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

Scanning

When reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when readers first find a resource to determine whether it will answer their questions.

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 and lexical choice.

Text structures

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 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.

The Australian Curriculum Literature

Rationale and Aims

Rationale

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. *Literature* explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this subject students actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between personal preference and texts, authors, audiences and contexts as they explore ideas, concepts, attitudes and values.

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, *Literature* aims to develop students':

- ability to respond personally, critically and imaginatively to a range of literary texts drawn from Australian and other historical, contemporary and cultural contexts and traditions
- capacity to contest complex and challenging ideas in order to form their own interpretations informed by a range of critical perspectives
- capacity to critically reflect on connections, resonances and patterns of language that are shared between texts.

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 Literature

Units

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Unit 2 develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences, for example, through intertextuality and other patterns and allusions evident in ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Organisation of content

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

- Texts in contexts
- Language and textual analysis
- Creating imaginative texts
- Creating analytical texts.

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

Texts can be written, spoken or multimodal, and in print or digital/online forms. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.

'Literary texts' refer 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 value 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 texts suitable for the study of *Literature* 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

Northanger Abbey by Jane Austen (novel)
A Fringe of Leaves by Patrick White (novel)
Tales from Firozsha Baag by Rohinton Mistry (short stories)
Ten Canoes directed by Rolf de Heer and Peter Djigirr (film)
Hotel Sorrento by Hannie Rayson (play)
Hamlet/Othello/Antony and Cleopatra by Shakespeare (plays)
Gulliver's Travels by Jonathan Swift (novel)
Bright Star directed by Jane Campion (film)
Antigone by Sophocles (play)
The Joy Luck Club by Amy Tan (novel; film directed by Wayne Wang)
That Dead Man Dance by Kim Scott (novel)
Hamlet by Nicki Greenberg (graphic novel)

Poetry

Donne
John Keats
T.S. Eliot
Gwen Harwood
Australian Poetry Library <http://www.poetrylibrary.edu.au/>
Romaine Moreton
Ouyang Yu
John Kinsella

Non-fiction

Spotty-Handed Villainesses by Margaret Atwood (speech)
A Room of One's Own by Virginia Woolf (essay)
Among the White Moon Faces: An Asian-American Memoir of Homelands by Shirley Geok-lin Lim
Stasiland by Anna Funder (true stories based on interviews)
This Boy's Life: A Memoir by Tobias Wolff
Patrick White: A Life by David Marr (biography)
On Dangerous Ground by Bruce Scates (imagined history)
Hare with the Amber Eyes by Edmund de Waal (creative non-fiction)
Mabo - Life of an Island Man directed by Trevor Graham (film)

Links to Foundation to Year 10

Each senior secondary English subject draws upon, develops and emphasises different knowledge, understanding, 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. *Literature* has as its primary focus, engagement with and analysis of literary texts.

Representation of General capabilities

General capabilities covered in *Literature* 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 *Literature*, students apply, extend and refine their repertoire of literacy skills and practices by establishing and articulating their views through creative response and argument. They experiment with different modes, mediums and forms to create new texts and understand the power of language to represent ideas, events and people.

Numeracy

Students use numeracy in *Literature* 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 and interpret and use quantitative data as evidence in analytical and imaginative texts.

Information and communication technology (ICT) capability

There is a particular focus in *Literature* on ICT through the use of digital texts and on understanding and creating multimodal texts. In *Literature* students discern the quality of information and ideas presented in multimodal texts. They develop understanding of the relative possibilities, limitations and consequences of using different forms of digital technologies to explore, interpret and create literary texts. They develop skills in reading, viewing and responding to digital and multimodal texts, and in analysing the effects of the use of different mediums on meaning and interpretation, particularly in new and emerging literary forms, for example digital story-telling and hypertext fiction.

Critical and creative thinking

Critical and creative thinking is an integral feature of the study of and creation of texts in *Literature*. 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 *Literature* by enhancing their communication skills, for example, through collaborative research, reflective practices, and developing empathy with and appreciation of the perspectives of others. Close critical engagement with texts assists students to understand different personal and social experiences, perspectives, challenges and emotions. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

Ethical understanding

Through the study of *Literature* students come to develop an increased understanding of complex issues and the questions surrounding rights and responsibilities in our modern world. Students develop greater empathy for the attitudes and opinions of others by interacting with and interrogating a range of texts. 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.

Intercultural understanding

In *Literature*, 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 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

Unit 1 develops students' knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. This unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences. A range of literary forms is considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose and film. The significance of ideas and the distinctive qualities of texts are analysed through detailed textual study. Through the creation of analytical responses, students frame consistent arguments that are substantiated by relevant evidence. In the creation of imaginative texts, students explore and experiment with aspects of style and form.

Learning Outcomes

By the end of this unit, students:

- understand how language, structure and stylistic choices are used in different literary forms
- examine the ways in which contexts shape how a text is received and responded to by audiences
- create oral, written and multimodal responses that explore and draw on the structure and style of literary texts.

Content Descriptions

Investigate and reflect on different ways of reading literary texts including:

- the degree to which individual points of view, experiences and contexts shape responses to texts (ACELR001)
- how mode, medium and form shape responses to texts (ACELR002)
- the differences between initial personal responses and more studied and complex responses (ACELR003)
- how responses of readers and viewers can range from empathetic to critical. (ACELR004)

Analyse distinctive features in literary texts including:

- how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example, through allusions, paradoxes and ambiguities (ACELR005)
- different points of view represented in texts, for example, those of characters, narrators and the implied author (ACELR006)
- approaches to characterisation, for example, the inclusion of archetypal figures, authorial intrusion, the dramatisation of a character's inner life, and the use of interior monologue (ACELR007)
- different narrative approaches, for example, eye-witness accounts, multiple narrators, the unreliable narrator and the omniscient narrator (ACELR008)
- the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example, symbolism, metonymy, types of irony, patterns of imagery (ACELR009)
- the use of sound and visual devices in literary texts to create particular effects, for example, assonance, prosody, rhyme, animation and voice-over narration. (ACELR010)

Create analytical texts:

- structuring arguments and points of view using relevant textual evidence (ACELR011)
- using appropriate linguistic, stylistic and critical terminology to respond to texts (ACELR012)
- using stylistic features to craft and articulate points of view (ACELR013)
- experimenting with different modes, mediums and forms. (ACELR014)

Create imaginative texts:

- developing connections between real and imagined experiences (ACELR015)
- drawing on knowledge and understanding of storytelling, style and the structure of texts (ACELR016)
- experimenting with aspects of style and form to achieve deliberate effects (ACELR017)
- reflecting on familiar and emerging literary forms for particular audiences and purposes. (ACELR018)

Unit 2

Unit Description

Unit 2 develops student knowledge and understanding of the ways literary texts connect with each other. Drawing on a range of language and literary experiences, students consider the relationships between texts, genres, authors, audiences and contexts. Ideas, language and structure of different texts are compared and contrasted. Connections between texts are established by analysing their similarities and differences, for example, through intertextuality and other patterns and allusions evident in ideas, language used and forms of texts. Students create analytical responses that are evidence-based and convincing. By experimenting with text structures and language features, students understand how imaginative texts are informed by analytical responses.

Learning Outcomes

By the end of this unit, students:

- understand how structural and stylistic choices and language patterns shape meaning in literary texts
- investigate the interrelationships between texts, audiences and contexts
- create oral, written and multimodal responses that draw on the conventions, connections and patterns in texts.

Content Descriptions

Analyse and reflect on the relationships between authors, texts and contexts including:

- the ways in which texts are influenced by other texts and by contexts (ACELR019)
- the relationship between conventions of genre, audience expectations, and interpretations of texts (ACELR020)
- how the choice and combinations of mode, medium and form transform texts (ACELR021)
- the ways in which informed reading influences interpretation of texts. (ACELR022)

Compare and evaluate the form, language and content of literary texts including:

- the ways in which text structures, language features and stylistic choices provide a framework for audiences' expectations, responses and interpretations (ACELR023)
- the ways in which texts resemble and refer to other texts, for example, through parody, imitation, appropriation and transformation, and the ways in which adaptations of earlier texts allow new insights into original texts (ACELR024)
- how aspects of literary texts have been appropriated into popular culture, for example, through the use of iconic literary situations, symbols or characters (ACELR025)
- the ways in which different literary forms may evolve, for example, the development of digital storytelling (ACELR026)
- the use of literary techniques, for example, poetic, dramatic and narrative structure and devices (ACELR027)
- the use of a combination of sound and visual devices in literary texts, for example, soundtracks, cinematography, iconography. (ACELR028)

Create analytical texts:

- organising points of view and arguments in different ways, for example, in essays, reviews and visual presentations (ACELR029)
- using appropriate linguistic, stylistic and critical terminology to compare and contrast texts (ACELR030)
- selecting appropriate argument and evidence to support points of view (ACELR031)
- experimenting with different modes, mediums and forms. (ACELR032)

Create imaginative texts:

- integrating real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033)
- using analysis of literary texts to inform imaginative response (ACELR034)
- transforming texts studied in one medium or genre to another for different audiences and purposes (ACELR035)
- reflecting on the significance and effects of variations to texts. (ACELR036)

Units 1 and 2 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 texts and contexts shape responses to texts evaluates how effectively language and stylistic features are used together in texts to influence meanings and interpretations critically analyses how effectively literary conventions, modes and mediums are integrated to achieve literary effects evaluates the effectiveness of literary transformations for different contexts, purposes and audiences | <ul style="list-style-type: none"> analyses how relationships between texts and contexts shape responses to texts evaluates how language and stylistic features are used together in texts to influence meanings and interpretations analyses how literary conventions, modes and mediums are used together to achieve literary effects analyses how and explains why literary texts are transformed for different contexts, purposes and audiences | <ul style="list-style-type: none"> explains relationships between texts and contexts explains how language and stylistic features used in texts influence meanings and interpretations explains how literary conventions, modes and mediums are used to achieve literary effects explains how and why literary texts can be transformed for different contexts, purposes and audiences | <ul style="list-style-type: none"> describes relationships between texts and contexts describes language and stylistic features used in texts describes how literary conventions, modes and mediums are used to create texts describes how literary texts can be transformed for different contexts, purposes and audiences | <ul style="list-style-type: none"> identifies relationships between texts or contexts identifies some aspects of language or stylistic features used in texts describes some aspects of literary conventions, modes and mediums used to create texts identifies how literary texts can be transformed |

Creating oral, written and multimodal texts

| A | B | C | D | E |
|---|--|--|---|---|
| <ul style="list-style-type: none"> • synthesises language and stylistic features effectively for imaginative and analytical purposes • presents comprehensive analytical responses which are compellingly argued and substantiated by apt textual references • presents imaginative responses which are refined in form and style and draw on appreciation of literary texts • demonstrates fluent control of expression in different modes and mediums | <ul style="list-style-type: none"> • combines language and stylistic features appropriately for imaginative and analytical purposes • presents analytical responses which are logically argued and substantiated by effective textual references • presents imaginative responses which are effective in form and style and draw on appreciation of literary texts • demonstrates effective control of expression in different modes and mediums | <ul style="list-style-type: none"> • selects language and stylistic features for imaginative and analytical purposes • presents analytical responses comprising clear argument and relevant textual references • presents imaginative responses which are <u>coherent</u> in form and style and draw on literary texts • demonstrates control of expression in different modes and mediums | <ul style="list-style-type: none"> • uses some language and stylistic features for imaginative and analytical purposes • presents analytical responses comprising some argument and textual reference • presents imaginative responses using some elements of form and style drawn from literary texts • demonstrates some control of expression in different modes and mediums | <ul style="list-style-type: none"> • uses some language and stylistic features • presents limited analytical responses • presents limited imaginative responses • demonstrates limited control of expression in different modes and mediums |

Unit 3

Unit Description

Unit 3 develops students' knowledge and understanding of the relationship between language, culture and identity in literary texts. Students inquire into the power of language to represent ideas, events and people, comparing these across a range of texts, contexts, modes and forms. Through critical analysis and evaluation, the values and attitudes represented in and through texts and their impact on the reader are examined. Throughout the unit, students create analytical responses that are characterised by personal voice and informed observation. In creating imaginative texts, students experiment with language, adapt forms, and challenge conventions and ideas.

Learning Outcomes

By the end of this unit, students:

- understand the relationship between language, culture and identity
- develop their own analytical responses by synthesising and challenging other interpretations
- create oral, written and multimodal texts that experiment with literary style.

Content Descriptions

Evaluate the ways in which literary texts represent culture and identity including:

- how readers are influenced to respond to their own and others' cultural experiences (ACELR037)
- the power of language to represent ideas, events and people in particular ways (ACELR038)
- how cultural perceptions are challenged or supported (ACELR039)
- the ways in which authors represent Australian culture, place and identity both to Australians and the wider world. (ACELR040)

Evaluate and reflect on how representations of culture and identity vary in different texts and forms of texts including:

- the relationship between significant historical and cultural events and figures, and their representations in literary texts (ACELR041)
- the impact of the use of literary conventions and stylistic techniques (ACELR042)
- the effectiveness of specific literary conventions in texts, for example, the use of iambic pentameter, stream-of-consciousness, flashbacks, chorus (ACELR043)
- the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas. (ACELR044)

Create analytical texts:

- developing independent interpretations of texts supported by informed observation and close textual analysis (ACELR045)
- using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts (ACELR046)
- evaluating their own and others' ideas and points of view using logic and evidence (ACELR047)
- experimenting with different modes, mediums and forms. (ACELR048)

Create imaginative texts:

- experimenting with content, form, style, language and medium (ACELR049)
- drawing on knowledge and experience of genre, literary devices and the interplay of the visual and verbal in creating new texts (ACELR050)
- adapting literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
- reflecting on the different ways in which form, personal style, language and content engage and position the audience. (ACELR052)

Unit 4

Unit Description

Unit 4 develops students' appreciation of the significance of literary study through close critical analysis of literary texts drawn from a range of forms, genres and styles. Students reflect upon the creative use of language, and the structural and stylistic features that shape meaning and influence response. The unit focuses on the dynamic nature of literary interpretation and considers the insights texts offer, their literary conventions and aesthetic appeal. Analytical responses demonstrate increasing independence in interpreting texts and synthesising a range of perspectives into critical and imaginative responses. In creating imaginative texts, students experiment with literary conventions and reflect on how the created text takes into account the expectations of audiences.

Learning Outcomes

By the end of this unit, students:

- understand the relationship between the representation of values and ideas in texts and how they are received by audiences
- justify their own critical interpretation of a text
- create oral, written and multimodal texts blending and borrowing literary conventions.

Content Descriptions

Evaluate the dynamic relationship between authors, texts, audiences and contexts including:

- how literature reflects cultural change and difference (ACELR053)
- the ways in which the expectations and values of audiences shape perceptions of texts and their significance (ACELR054)
- how texts in different literary forms, mediums or traditions are the same or different (ACELR055)
- how interpretations of texts vary over time (ACELR056)
- the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience. (ACELR057)

Evaluate and reflect on the ways in which literary texts can be interpreted including:

- how ideas, values and assumptions are conveyed (ACELR058)
- how specific literary elements and forms shape meaning and influence responses, for example, mise-en-scène, enjambment, dramatic monologue and verse drama (ACELR059)
- how medium, form, language and wordplay contribute to interpretations of texts (ACELR060)
- exploring a range of critical interpretations. (ACELR061)

Create analytical texts:

- developing a creative, informed and sustained interpretation supported by close textual analysis (ACELR062)
- using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts (ACELR063)
- critically evaluating their own and others' justifications, evidence and points of view (ACELR064)
- experimenting with different modes, mediums and forms. (ACELR065)

Create imaginative texts:

- adapting medium, form, style, point of view and language (ACELR066)
- experimenting with elements of style and voice to achieve specific effects (ACELR067)
- manipulating literary conventions for different audiences and contexts (ACELR068)
- reflecting on the ways in which expectations and values of audiences shape the created text. (ACELR069)

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 evaluates how relationships between content, contexts and texts influence responses to texts critically analyses how literary conventions and language and stylistic features are integrated to represent culture and identity synthesises a range of interpretations of texts to present a coherent and independent response evaluates the relationships between analytical and imaginative texts and how effectively they inform each other | <ul style="list-style-type: none"> analyses how relationships between content and contexts influence texts and responses to texts analyses how literary conventions and language and stylistic features are used together to represent culture and identity compares and analyses interpretations of texts to present a reasoned and independent response analyses the connection between analytical and imaginative texts and how they inform each other | <ul style="list-style-type: none"> explains how contexts influence texts and responses explains how literary conventions and language and stylistic features are used to represent aspects of culture and identity compares and explains interpretations of texts to develop an independent response explains how analytical and imaginative texts inform each other | <ul style="list-style-type: none"> makes some link between texts and their contexts describes how language features are used to portray people, ideas and events portrayed in texts outlines own and others' responses to texts describes analytical and imaginative responses | <ul style="list-style-type: none"> describes some elements of texts and contexts recounts the subject matter of texts presents a limited response to texts describes analytical or imaginative responses |

Creating oral, written and multimodal texts

| A | B | C | D | E |
|---|---|---|---|--|
| <ul style="list-style-type: none"> • adapts forms, conventions and stylistic features discerningly for imaginative and analytical purposes • compares and synthesises different interpretations of a text in the development of their own response • creates sophisticated imaginative texts informed by insightful understanding and appreciation of literary texts • demonstrates nuanced control of expression | <ul style="list-style-type: none"> • selects forms, conventions and stylistic features effectively for imaginative and analytical purposes • compares and analyses different interpretations of a text in the development of their own response • creates effective imaginative texts informed by detailed understanding of literary texts • demonstrates precise control of expression | <ul style="list-style-type: none"> • selects forms, conventions and stylistic features for imaginative and analytical purposes • compares different interpretations of a text in the development of their own response • creates imaginative texts which demonstrate understanding of literary texts • demonstrates clear control of expression | <ul style="list-style-type: none"> • uses some forms, conventions or stylistic features for particular purposes • presents their own response to a text • creates imaginative texts which make some reference to literary texts • demonstrates variable control of expression | <ul style="list-style-type: none"> • uses some forms and features for different purposes • presents a limited response to a text • creates imaginative texts • demonstrates some control of expression |

Literature 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.

Authors

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.

Critical perspectives

Critical perspectives are formed by students when they make meaning from literature based on engaging with aspects of the text(s) studied. In *Literature*, students discuss and debate aspects of texts establishing their views through logical argument. Students reflect on the aesthetic qualities of literary texts, appreciate the power of language and inquire into the relationship between personal preference and texts, authors, audiences and contexts, thereby forming their own critical perspectives.

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’).

Forms of texts

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).

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.

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).

Metalinguage

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.

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.

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.

Rhetorical devices

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

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.

Transformation

Changing the form or shape of a text, for example, by appropriation, adaptation, subversion or parody.

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.

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.