DRAFT SENIOR SECONDARY AUSTRALIAN CURRICULUM FOR ENGLISH

Organisation

1. Overview of senior secondary Australian Curriculum

ACARA has developed draft senior secondary Australian Curriculum for English, Mathematics, Science and History according to a set of design specifications (see http://www.acara.edu.au/curriculum/development_of_the_australian_curriculum.html). The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

Senior secondary Australian Curriculum will specify 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) demonstrated by 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). 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 courses. They will also provide any advice on entry and exit points, in line with their curriculum, assessment and certification requirements.

States and territories, through their respective curriculum, assessment and certification authorities, 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 courses that use the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements.

These draft documents should not, therefore, be read as proposed courses of study. Rather, they are presented as draft content and achievement standards that will provide the basis for senior secondary curriculum in each state and territory in the future. Once approved, the content and achievement standards would subsequently be integrated by states and territories into their courses.
2. 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** extends students’ language, literature and literacy skills for a range of purposes and audiences and builds on the knowledge and skills developed in the F-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. *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.

- **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 that 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 F-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. The EAL/D curriculum 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.
3. 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 differences and commonalities between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic devices and apply skills of analysis and creativity. They are able to respond imaginatively, interactively and analytically, 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 whether or not texts are a reflection of the world as it is. 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 own language choices and consider why they represent 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, and consider how those conventions may assist interpretation and how they may be contested. 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 explore the relationship between content and structure, voice and perspective, the text and its context and the application of these through a close study of individual texts. Students examine different interpretations and perspectives to further develop their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. This provides the opportunity for students to extend their experience of language and of texts and to explore their ideas through their own reading and viewing. Students demonstrate understanding of the text 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
- Audience response
- Creating texts
- Reflecting.

Organisation of achievement standards

The 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.

<table>
<thead>
<tr>
<th>Dimension 1</th>
<th>Responding to oral, written and multimodal texts</th>
</tr>
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<tbody>
<tr>
<td>Dimension 2</td>
<td>Creating oral, written and multimodal texts</td>
</tr>
</tbody>
</table>

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.

4. 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 will use an array of material in class. Texts include literary texts, 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 are structured for particular purposes; for example to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts and 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 and plays, fiction, multimodal texts such as film, and a variety of non-fiction.

**Sample text list**

The following texts are examples of 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.

<table>
<thead>
<tr>
<th>English</th>
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<tbody>
<tr>
<td>Fiction</td>
</tr>
<tr>
<td><em>Swallow the Air</em> by Tara June Winch (novel)</td>
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<tr>
<td><em>Devices and Desires</em> by P.D. James (novel)</td>
</tr>
<tr>
<td><em>The Great Gatsby</em> by F. Scott Fitzgerald (novel)</td>
</tr>
<tr>
<td><em>Interpreter of Maladies</em> by Jhumpa Lahiri (short stories)</td>
</tr>
<tr>
<td><em>The Shoe-Horn Sonata</em> by John Misto (play)</td>
</tr>
<tr>
<td><em>A Streetcar Named Desire</em> by Tennessee Williams (play)</td>
</tr>
<tr>
<td><em>Twelfth Night</em> by William Shakespeare (play and film)</td>
</tr>
<tr>
<td><em>Gattaca</em> by Andrew Niccol (film)</td>
</tr>
<tr>
<td><em>Maus</em> by Art Spiegelman (graphic novel)</td>
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<tr>
<td>Poetry</td>
</tr>
<tr>
<td>Christina Rossetti</td>
</tr>
<tr>
<td>Wilfred Owen</td>
</tr>
<tr>
<td>Judith Wright</td>
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<tr>
<td>Romaine Moreton</td>
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<tr>
<td>Australian Poetry Library</td>
</tr>
<tr>
<td><em>Windchimes: Asia in Australian poetry</em> edited by Rowe and Smith</td>
</tr>
<tr>
<td>Non-fiction</td>
</tr>
<tr>
<td><em>Unpolished Gem</em> by Alice Pung (autobiography)</td>
</tr>
<tr>
<td><em>I Have a Dream</em> by Martin Luther King Jr (speech)</td>
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<tr>
<td>Australian War Memorial website (multimodal)</td>
</tr>
<tr>
<td><em>The Legacy: An elder’s vision of our sustainable future</em> by David Suzuki</td>
</tr>
<tr>
<td><em>First Australians</em> by Rachel Perkins</td>
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</tbody>
</table>
5. Links to F-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. Whilst 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.

6. Representation of General Capabilities

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

*Literacy* continues to be developed in *English* through the focus on comprehending and creating texts. These two fundamental processes are integral to the continuing development of students’ knowledge, understanding and skills in listening, speaking, reading, viewing and writing.

Opportunities to address *Numeracy* will arise through the texts taught, for example, as students examine supporting evidence in arguments such as when statistics are cited and interpreted or as students consider elements of a text’s chronology in relation to plot.

*Critical and creative thinking* is an expected component in the study of and creation of texts. Students analyse and evaluate issues and ideas generated and 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.

*Ethical behaviour* 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 examine and question values, attitudes, perspectives and assumptions in texts, examining how they are presented, their impact on audiences and how these are reflected in their own responses.

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.

*Intercultural understanding* encourages students to make connections between their own worlds and the worlds of others. Through the study of texts from their contemporary world, with texts and from the past and from Australian and other cultures students make those connections.

There are many opportunities within *English* to develop the general capability of *Personal and social capability*, for example, through collaborative work, group and class discussions and reflective practice.
7. Representation of Cross-curriculum priorities

The Senior Secondary English curriculum values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander peoples. Through texts, students are provided with opportunities to develop their understanding of this cross-curriculum priority. The illustrative text lists for each subject include a selection of Indigenous literature.

There are strong economic, social and cultural reasons for Australian students to engage with Asia. Through texts, students are provided with opportunities to develop understanding of the diversity of Asia’s peoples, environments and cultures. Asian texts are also included in the illustrative lists for each subject.

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

*English* aims 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 creative processes
- appreciation of sustained interpretive, persuasive and imaginative texts in a range of modes
- engagement in critical analysis and reflection.
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 the differences and commonalities 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 imaginatively, interactively and analytically, creating their own texts and reflecting on their own learning.

Learning Outcomes

By the end of this unit, students:

- understand the relationships between language, text, purpose, context and audience
- analyse 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 a range of 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
- analysing how language choices are used for different purposes and in different contexts
- evaluating the choice of mode and medium in shaping the response of audiences

Identify, analyse and explain the similarities and differences between imaginative, persuasive and interpretive texts including:
- the ways language, structure and conventions communicate ideas and points of view
- the ways text structures, language features and stylistic choices are used in different types of texts
- how vocabulary, idiom and rhetoric are used for different purposes and contexts
- the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts

Identify and explain how audiences’ interpretations are influenced by:
- purpose, taking into account that a text’s purpose is often open to debate
- the audience’s personal, social and cultural context
- the use of imaginative, persuasive and interpretive techniques

Create a range of texts:
- using appropriate form, content, style and tone for different purposes and audiences
- drawing on a range of technologies, for example in research, communication and representation of ideas
- using visual elements to create or contribute to texts where appropriate
- using evidence-based argument
- using strategies for planning, drafting and editing
- using appropriate quotation and referencing protocols
- using accurate spelling, punctuation, syntax and metalanguage
Reflect on their own and others’ work by:

- evaluating the textual evidence used to assess or justify a point of view
- using appropriate metalanguage
- questioning responses to texts
- collaborating and negotiating in real and virtual environments
- using ethical scholarship practices and appropriate online behaviours
Unit 2

Unit Description

In Unit 2, students analyse the representation of ideas, attitudes and voices in texts to consider whether or not texts are a reflection of the world as it is. 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 own language choices and consider why they represent 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
- evaluate the ways texts are constructed to influence an audience
- create oral, written and multimodal texts appropriate for a range of audiences, purposes and contexts.
Content Descriptions

**Compare texts in a variety of contexts, mediums and modes through:**
- explaining the relationship between purpose and context
- analysing the style and structure of the text
- evaluating similarities and differences between hybrid texts

**Investigate and analyse the representation of ideas, attitudes, and voices in texts including:**
- the ways language, structural and stylistic choices shape points of view and influence audiences
- the effect of rhetorical devices, emotive language and imagery in creating attitude and mood
- how choices in vocabulary and syntax shape meaning
- the effect of using multimodal conventions such as navigation, sound and image
- the effect of humour and satire

**Analyse and explain why texts are interpreted by audiences in a variety of ways including:**
- the impact of language and structural choices on shaping perspectives
- the ways ideas, attitudes and voices are represented
- the effect of the interplay between imaginative, persuasive and interpretive techniques
- the ways different audiences respond to texts, for example different responses to events reported in the media
- how responses to texts may change over time

**Create a range of texts:**
- experimenting with text structures and language features
- sustaining voice and tone
- using multimodal devices
- using textual evidence where appropriate to support argument
- using strategies for planning, drafting and editing
- using accurate spelling, punctuation, syntax and metalanguage
Reflect on their own and others’ work by:

- analysing the values and attitudes expressed in texts
- evaluating the effectiveness of texts in representing ideas, attitudes and voices
- examining the suitability of the selected medium
- explaining how and why texts position readers and viewers
- collaborating and negotiating in real and virtual environments
- using ethical scholarship practices and appropriate online behaviours
### Achievement Standards Units 1 and 2

**Responding to oral, written and multimodal texts**

<table>
<thead>
<tr>
<th>A</th>
<th>The student</th>
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<tbody>
<tr>
<td>• evaluates how effectively ideas, attitudes, values and voices are represented in texts</td>
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<td>• analyses how meaning in texts is shaped by the purpose, audience and context</td>
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<td>• evaluates how choices of text structures, language features, stylistic features and types of texts influence or persuade audiences</td>
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<td>• evaluates different interpretations of a text</td>
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**Creating oral, written and multimodal texts**

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<tr>
<th>A</th>
<th>The student</th>
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<tr>
<td>• creates sustained imaginative, persuasive and interpretive texts that synthesise ideas and information from varied sources and are pertinent to purpose, context and audience</td>
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<tr>
<td>• makes perceptive selections of detailed contextual and textual evidence to support his or her own interpretations</td>
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<tr>
<td>• experiments with text structures, language features and stylistic features for different modes and types of texts</td>
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<td>• communicates ideas demonstrating fluent, precise and nuanced language</td>
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<th>The student</th>
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<td>• analyses how ideas, attitudes, values and voices are presented in texts</td>
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<tr>
<td>• analyses how the construction of a text is influenced by the purpose, audience and context</td>
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<tr>
<td>• analyses text structures, language features, stylistic features and types of texts that influence or persuade audiences</td>
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<td>• analyses how and why the same text can be interpreted differently</td>
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**Creating oral, written and multimodal texts**

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<thead>
<tr>
<th>B</th>
<th>The student</th>
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<tbody>
<tr>
<td>• creates imaginative, persuasive and interpretive texts that adapt ideas and information from varied sources and are relevant to purpose, context and audience</td>
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<tr>
<td>• selects relevant contextual and textual examples to support his or her own interpretations</td>
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<tr>
<td>• integrates text structures, language and stylistic features effectively for different modes and types of texts</td>
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<td>• communicates ideas demonstrating effective and controlled use of language</td>
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<td>• analyses the ideas, attitudes, values and voices presented in texts</td>
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<td>• analyses the effect of purpose, audience and context</td>
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<tr>
<td>• analyses the use of text structures, language features, stylistic features and types of text when considering audience</td>
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<td>• accounts for a different interpretation of a text</td>
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**Creating oral, written and multimodal texts**

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<tbody>
<tr>
<td>• creates imaginative, persuasive and interpretive texts which are appropriate to purpose, context and audience</td>
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<td>• uses contextual and/or textual examples to support his or her own interpretation</td>
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<tr>
<td>• uses text structures and language features appropriate to different modes and types of texts</td>
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<td>• communicates ideas demonstrating clear and controlled use of language</td>
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<td>The student</td>
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<td></td>
<td>• describes some ideas, attitudes, values and voices presented in texts</td>
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<td></td>
<td>• explains the purpose, audience and context of a text</td>
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<td></td>
<td>• explains the use of some text structures, language features, stylistic features and types of text</td>
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<td></td>
<td>• identifies a different interpretation of a text</td>
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<th>E</th>
<th>The student</th>
<th>The student</th>
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<tbody>
<tr>
<td></td>
<td>• identifies some ideas or attitudes presented in a text</td>
<td>• creates an argument or response with few examples or minimal evidence</td>
</tr>
<tr>
<td></td>
<td>• identifies the purpose, audience and context of a text</td>
<td>• uses some text structures and language features to communicate ideas, demonstrating limited control of language</td>
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<tr>
<td></td>
<td>• describes some text structures and language features</td>
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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, and consider how those conventions may assist interpretation and how they may be contested. 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
- analyse and evaluate the effects of different conventions and mediums on audience response
- 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 through:**

- analysing language, structural and stylistic choices
- explaining how each text conforms to, challenges or subverts the conventions of particular genres or modes
- analysing and evaluating how similar themes, ideas or concepts are treated in different texts

**Analyse and compare distinctive features of genres by:**

- comparing the techniques and conventions used in different genres, mediums and modes
- considering how the conventions of genres can be challenged, manipulated or parodied
- examining how genres and their conventions have changed and adapted over time

**Analyse and explain how the conventions of texts influence audiences including:**

- the ways language patterns can create shades of meaning
- how audiences have developed expectations of genres and the effect when those expectations are fulfilled, extended or subverted
- how responses to texts and genres may change over time

**Create a range of texts:**

- transforming and adapting texts for different purposes, contexts and audiences
- making innovative use of language features
- using text structures and language features related to specific genres
- sustaining analysis and argument
- using strategies for planning, drafting, editing and proofreading
- using appropriate referencing, for example footnotes, in-line citations and reference lists
- using accurate spelling, punctuation, syntax and metalanguage

**Reflect on their own and others’ work by:**

- analysing and evaluating how different texts represent similar ideas in different ways
- explaining how meaning changes when texts are transformed into a different genre or medium
- collaborating and negotiating in real and virtual environments
- using ethical scholarship practices and appropriate online behaviours
Unit 4

Unit Description

In Unit 4, students explore the relationship between content and structure, voice and perspective, the text and its context and the application of these through a close study of individual texts. Students examine different interpretations and perspectives to further develop their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. 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 text studied through creation of imaginative, interpretive and analytical responses.

Learning outcomes

By the end of this unit students:

- analyse how content, structure, voice and points of view in texts shape audiences’ interpretations and opinions
- analyse and evaluate different interpretations of a text and how these resonate with, or challenge, their own interpretations
- create sustained and cogent oral, written and multimodal texts in a range of forms, mediums and styles.
Content Descriptions

**Investigate and evaluate the relationships between texts and contexts through:**

- close analysis of texts
- examining how each text relates to a particular context
- analysing structure, voice and the author’s point of view, comparing the contexts in which texts are created and received

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

- explaining different interpretations and points of view in texts
- analysing content, purpose and choice of language
- substantiating and justifying their own interpretations using textual evidence
- testing how their own interpretations compare with others’ interpretations

**Analyse and evaluate how texts can influence audiences’ perspectives through:**

- the ways points of view and values are represented
- the selection of mode, medium, genre and type of text
- the selection of language features that create empathy

**Create a range of texts:**

- using appropriate language, stylistic features and metalanguage
- sustaining a personal voice and point of view
- developing complex argument
- using nuanced language
- synthesising ideas and arguments
- using strategies for planning, drafting, editing and proofreading
- using appropriate referencing, for example footnotes, in-line citations and reference lists
- using accurate spelling, punctuation, syntax and metalanguage

**Reflect on their own and others’ work by:**

- analysing and evaluating how different attitudes and perspectives underpin texts
- questioning the assumptions and values in texts
- identifying omissions, inclusions, emphases and marginalisations
- discussing and evaluating different readings of texts
- collaborating and negotiating in real and virtual environments
- using ethical scholarship practices and appropriate online behaviour
### Achievement Standards Units 3 and 4

<table>
<thead>
<tr>
<th>Responding to oral, written and multimodal texts</th>
<th>Creating oral, written and multimodal texts</th>
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</thead>
<tbody>
<tr>
<td><strong>A</strong> The student:</td>
<td>The student:</td>
</tr>
<tr>
<td>• evaluates how relationships between content, structure, voice and perspective shape meaning</td>
<td>• creates sustained interpretations and arguments that engage with alternative points of view, and synthesises ideas and information from a range of sources</td>
</tr>
<tr>
<td>• analyses how values, attitudes and assumptions are implied by texts</td>
<td>• selects compelling contextual and textual evidence to justify his or her own reasoned interpretations</td>
</tr>
<tr>
<td>• evaluates how connections between different conventions, stylistic devices and language in texts create meaning and influence and persuade audiences</td>
<td>• experiments with language features and conventions in different modes, genres and styles</td>
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<tr>
<td>• synthesises different interpretations of a text or texts to develop his or her own interpretation</td>
<td>• communicates ideas fluently and expressively using precise and nuanced language</td>
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</table>

| **B** The student:                                 | The student:                              |
| • analyses the relationships between content, structure, voice and point of view and evaluates how they are presented in texts | • creates coherent interpretations and arguments that address different points of view, integrating ideas and information from a range of sources |
| • analyses values, attitudes and assumptions implied by texts                              | • selects relevant contextual and textual evidence to support his or her own reasoned interpretations |
| • evaluates how different conventions and stylistic devices used in texts influence and persuade audiences | • uses language and stylistic features effectively in different modes and genres |
| • evaluates different interpretations of a text or texts, comparing these with his or her own interpretation | • communicates ideas effectively with control of language, structure and voice |

<p>| <strong>C</strong> The student:                                 | The student:                              |
| • analyses how content, structure and point of view are presented in texts                 | • creates responses and arguments that recognise different points of view, using ideas and information from different sources |
| • explains values, assumptions and attitudes conveyed in texts                             | • selects relevant contextual and textual evidence to support his or her own interpretations |
| • explains how different conventions and stylistic devices used in texts influence audiences | • uses language and stylistic features appropriate to different modes and genres |
| • explains different interpretations of a text or texts comparing these with his or her own interpretation | • communicates ideas coherently, demonstrating control of language and structure |</p>
<table>
<thead>
<tr>
<th>D</th>
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<tr>
<td>• describes the relationships between content, structure and point of view</td>
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<tr>
<td>• identifies values and attitudes in texts</td>
<td></td>
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<tr>
<td>• describes different conventions and language features in texts that persuade audiences</td>
<td></td>
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<tr>
<td>• describes his or her own interpretation of a text or texts</td>
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<th>The student:</th>
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<tr>
<td>• identifies content, structure and point of view</td>
<td></td>
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<tr>
<td>• describes some text structures and language features that influence audiences</td>
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<th>The student:</th>
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<tr>
<td>• creates an argument or response supported by some examples or evidence</td>
<td></td>
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<tr>
<td>• uses some text structures and language features in different modes and types of texts</td>
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<tr>
<td>• communicates ideas demonstrating some control of language</td>
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<td>• creates a limited argument or response with minimal reference to contextual and/or textual evidence</td>
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<tr>
<td>• communicates ideas demonstrating limited control of language, structure and organisation</td>
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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.

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

Audience
The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing.

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/or hyperlinks. Examples of digital texts include DVDs, websites, 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, 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, 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**

Vocabulary used to discuss language conventions and use (for example, 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 interpretation of what happens.

**Perspective**

The way a reader/viewer is positioned by the author in relation to the text and/or how a particular ideology is embedded in a text. For example, a feminist perspective.

**Point of view**

The viewpoint of an author, implied audience, or characters in a text.

**Rhetoric**

The language of argument, using persuasive or forceful language.

**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.
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, lexical choice.

Text
The means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

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, 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 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 influential 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, it 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’.