

ENGLISH

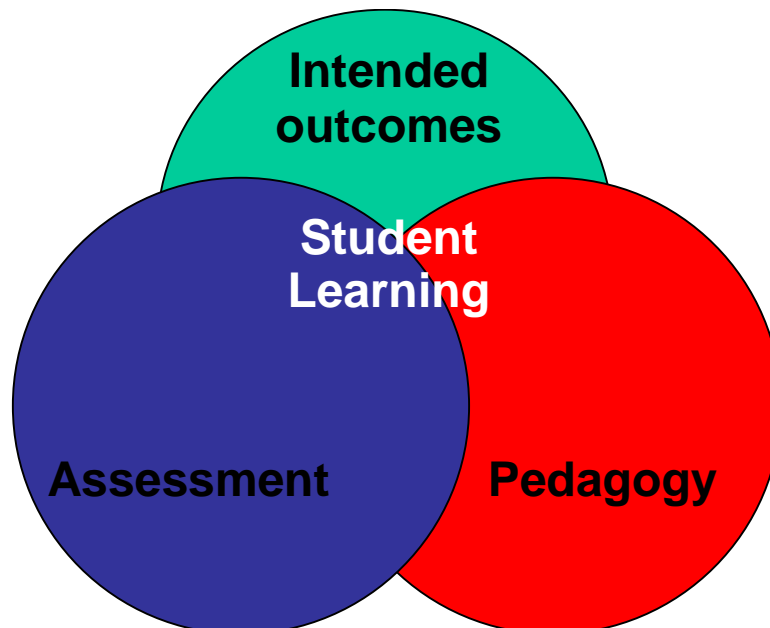
COURSE FRAMEWORK

INTRODUCTION

This Course Framework covers all courses in English.

Course Frameworks provide the essential basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- all students are able to learn
- learning is a partnership between students and teachers
- teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
(*Prior knowledge*)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(*Deep knowledge and connectedness*)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(*Metacognition*)
4. Learners' sense of self and motivation to learn affect learning.
(*Self-concept*)
5. Learning needs to take place in a context of high expectations.
(*High expectations*)
6. Learners learn in different ways and at different rates.
(*Individual differences*)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(*Socio-cultural effects*)
8. Learning is a social and collaborative function as well as an individual one.
(*Collaborative learning*)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(*Explicit expectations and feedback*)

RATIONALE

English is the study of language. The central focus of the subject is the interpretation and contextual analysis of a diverse range of texts and the way in which language works within them to create meaning. In English, students develop the skills of critical analysis and apply them to texts in both historical and cultural contexts. Students explore language forms and investigate the relationship between language and meaning. The successful completion of a course of study in English empowers students to become articulate, confident and multi-literate communicators who are capable of interpreting their world from a variety of perspectives and making productive contributions to society.

The mastery of English is central to students' learning in all subject areas. The study of English fosters critical thinking, imagination, creativity and independent thought. These skills are used to analyse problems, experiment with possible approaches and solutions, and synthesise findings. English develops communication skills so that

students become proficient at using language for a wide range of purposes and with a strong awareness of audience.

The study of English is central to effective social and vocational integration into a culturally diverse and complex world.

English fosters sensitivity to values, ideas and beliefs implicit in texts. It develops students' ability both to interpret and engage with their world from a variety of perspectives and promotes cultural understanding. Effective communication skills are essential to all workplaces.

The appreciation of language in a variety of texts is central to the enjoyment of life. Reading, viewing and critical analysis can affirm or challenge students' world views. Through the reading and interpretation of literature and other texts, the richness of human existence is revealed.

The study of English enables students to appreciate the past and present, imagine and shape the future, and identify processes of social, cultural and political change.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- read, listen to and view a wide range of texts
- develop analytical skills
- challenge and extend their understanding of language, themselves and the world around them
- understand that meaning arises from the interplay between text and context, including an appreciation of the author's apparent purpose, the formal features of the text, and the audience's perspective
- communicate effectively, creatively and critically for different purposes
- achieve competence in the technically correct use of the English language in meeting the demands of further study, the workplace, and student needs and interests.

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential concepts and skills

All courses developed under this Framework will be based on the essential concepts and skills inherent in the subject area, as outlined below.

The essential concepts of English are:

- language is central to all human experience
- language is powerful and underpins learning

- texts must be appreciated in their literary, cultural, historical and political contexts
- the reader's experience will affect his or her response to texts
- the interpretation of texts allows for diverse and justifiable responses.

The essential skills inherent in English are:

- reading and understanding texts
- effective communication in a range of modes
- critical analysis
- responding to texts creatively and independently
- a command of the technical aspects of language.

Recommended Content

This English Course Framework allows for new and creative approaches to course and unit development.

In writing courses based on this framework, course developers should include:

- a vibrant range of traditional and current texts including electronic texts
- a diversity of units that include writing and literature units but may also include language and issues-based units.

VOCATIONAL COURSES

There are currently no vocational courses under this Course Framework.

RELATIONSHIP TO KEY COMPETENCIES

A number of work-related competencies have been accepted at national level as being important for all young Australians.

These are:

- Collecting and analysing information (KC1)
- Communicating ideas and information (KC2)
- Planning and organizing activities (KC3)
- Working with others in teams (KC4)
- Using mathematical ideas and techniques (KC5)
- Solving problems (KC6)
- Using technology (KC7)

Teachers are encouraged to incorporate these competencies into their courses.

It should be noted that the Key Competencies may be approached differently in future because of the development of the Employability Skills Framework. Course developers should check the latest Board policy in this area.

Across Curriculum Perspectives

Nine Across Curriculum Perspectives have been identified by the Department of Education and Training as important societal and educational issues which cross curriculum boundaries. The Board has adopted these perspectives for inclusion where possible in courses of study at senior secondary level. These perspectives are:

- Aboriginal and Torres Strait Islander Education
- Australian Education
- Environment Education
- Gender Equity
- Information Access
- Language for Understanding
- Multicultural Education
- Special Needs Education
- Work Education

Details about the Across Curriculum Perspectives and advice on how to use them are available at <http://www.decs.act.gov.au/publicat/acpframeworks.htm>.

<p>It should be noted that Across Curriculum Perspectives will be approached differently in future, following the review of P-10 curriculum, <i>Every Chance to Learn</i>. Course developers should check the latest Board policy in this area.</p>

PEDAGOGY

Teaching Strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles. The following teaching strategies have been broadly grouped but the groupings are neither definitive nor exhaustive:

Contexts

- research (author, history, politics, culture) including online
- evaluation of online resources
- personal response and reflective writing (journals)
- stimulus material
- excursions
- guest speakers.

Analysis and deconstruction of texts

- mind mapping
- modelling forms (written, visual and multimodal)
- examining visual texts
- character profiles
- close textual study
- role plays
- discussion (individual, group whole class).

Construction of texts

- conferencing

- drafting.

Synthesis

- debate
- seminar
- panel discussion
- forums.

Managing Learning

- text negotiation
- independent learning
- regular and meaningful feedback (formal and informal)
- collaborative group work
- linking to worlds beyond the school (including workplaces).

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum, which indicates levels of student performance against each criterion.

Assessment Task Types

For A Courses:

- For a standard unit (1.0) students must complete a minimum of **four** assessment tasks and a maximum of **five**, at least **one** from the analytical response, creative response and oral columns.
- For a half standard unit (0.5) students must complete a minimum of **two** and a maximum of **three** assessment tasks. It is recommended that where two half standard units are offered in sequence an oral is in one and a creative is in the other.
- Time and word lengths are **strongly recommended** but are not prescriptive.
- The inclusion of written/non written creative tasks allows students to demonstrate their ability to control form for specific purposes.
- Creative tasks may be responses to texts or original student work.
- The tasks suggested in the columns are examples and are not exhaustive.
- The weightings for Writing units do not need to include an analytical task. Therefore they may be adjusted to: Creative 65-75% Oral 25-35%.

Assessment Task Types (A Courses)

Mode	Analytical	Creative	Oral
Task Type	Analytical Tasks (to be selected from the grid below) <ul style="list-style-type: none"> • 300 words in Year 11 (minimum) • 500 words in Year 12 (minimum) 	Creative (written) <ul style="list-style-type: none"> • 300 – 600 words in Year 11 • 400 – 600 words in Year 12 (may include a written analysis/rationale of 100 – 200 words) OR Creative (non-written) (must include a written analysis/rationale of 100 – 200 words)	Oral (must include an analytical component) <ul style="list-style-type: none"> • 3 minutes per person in Year 11 (minimum) • 5 minutes per person in Year 12 (minimum) • to be assessed individually
Examples/ Options	Sustained responses Short answer response Sustained Argument Report writing Review Journal writing	Creative (written) responses may include: short stories, diaries/journals, poetry, letters, biographies, autobiographies, children’s stories and feature articles. Creative (non-written) responses may include: electronic art, websites and PowerPoint presentations, films, collages, radio plays, photographs, paintings, dioramas, stage sets, sculptures, short films and dance.	Seminar Oral Presentation (may include a creative component eg performance or interpretative response) Performance Imaginative/Creative response (any form) Group Presentations Individual Oral Presentations Panels Interviews
Weightings 1.0 units	40-60%	20-30%	20-40%
Weightings 0.5 units	50%	50%	

For T Courses:

- For a standard unit (1.0) students must complete a minimum of **four** assessment tasks and a maximum of **five**, at least **one** from the analytical response, creative response and oral columns.
- For a half standard unit (0.5) students must complete a minimum of **two** and a maximum of **three** assessment tasks. It is recommended that where two half standard units are offered in sequence an oral is in one and a creative is in the other
- Time and word lengths are **strongly recommended** but are not prescriptive.
- The inclusion of written/non written creative tasks allows students to demonstrate their ability to control form for specific purposes.
- Creative tasks may be responses to texts or original student work.
- The tasks suggested in the columns are examples and are not exhaustive.
- The weightings for writing units do not need to include an analytical task. Therefore they may be adjusted to: Creative 65-75% Oral 25-35%.

Assessment Task Types (T Courses)

Mode	Analytical	Creative	Oral
Task Type	Analytical Tasks (to be selected from the grid below)	Creative (written) <ul style="list-style-type: none"> • 800 – 1000 words in Year 11 • 1000 – 1200 words in Year 12 (may include a written analysis/rationale of 500 – 600 words) OR Creative (non-written) <ul style="list-style-type: none"> (must include a written analysis/rationale of 500 – 600 words) 	Oral (must include an analytical component) <ul style="list-style-type: none"> • 10 minutes per person in Year 11 (minimum) • 15 minutes per person in Year 12 (minimum) • to be assessed individually
Examples/ Options	Literary Essay (one literary essay is compulsory with the exception of writing units) <ul style="list-style-type: none"> • 800 – 1000 words in Year 11. • 1000 - 1200 words in Year 12. Review Writing Journal Close Textual Analysis Short Responses Argumentative Essay (issues based)/Literary Essay	Creative (written) responses may include: short stories, diaries/journals, poetry, letters, biographies, autobiographies, children’s stories and feature articles. Creative (non-written) responses may include: electronic art, websites and PowerPoint presentations, films, collages, radio plays, photographs, paintings, dioramas, stage sets, sculptures, short films and dance.	Seminar Oral Presentation (may include a creative component eg performance or interpretative response)
Weightings 1.0 units	45-60% At least 25% to be completed in-class	15-30%	25-35%
Weightings 0.5 units	50%	50%	

Assessment Criteria

The following criteria for assessment and reporting of student achievement are a focus for assessment and reporting in all courses based on the English Course Framework. Criteria are the dimensions of quality that teachers look for in evaluating student work. Over a course of study they provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Students will be assessed on the degree to which they demonstrate:

- an ability to respond critically to texts and logically justify viewpoint
- effective and competent use of language for a range of purposes and audiences
- imagination and originality
- ability to locate, synthesise and reference material from various sources
- control of appropriate medium.

Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals

Over a standard unit (1.0) or two half standard units (0.5) of work, the use of task types (analytical, creative, oral) addresses the goals of the course and the assessment criteria. Rubrics (to be developed) will clarify the relative importance of assessment criteria for specific task types.

Assessment Rubrics

Assessment rubrics are currently under development, building on current practices.

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors**, which describe generic standards of student achievement across all courses.

Unit Grade Descriptors for A Courses

Grade	Descriptor
A student who achieves the grade A typically	<ul style="list-style-type: none"> • responds to texts with insight • communicates with sound control of language for a range of purposes and audiences • expresses ideas with accuracy and clarity • demonstrates creativity and originality • researches and organises ideas effectively • justifies viewpoints through logical argument and effective use of textual references
A student who achieves the grade B typically	<ul style="list-style-type: none"> • understands key ideas in texts • communicates with some control of language for a range of purposes and audiences • expresses ideas with some accuracy and clarity • demonstrates some creativity and originality • researches and organises ideas • justifies viewpoint with logical argument and some use of textual references
A student who achieves the grade C typically	<ul style="list-style-type: none"> • understands key ideas in accessible texts • communicates with some control of language for a narrow range of purposes and audiences • expresses opinions, paraphrases ideas and retells narrative • demonstrates varying degrees of creativity and originality • researches and presents straightforward ideas • attempts to justify viewpoint
A student who achieves the grade D typically	<ul style="list-style-type: none"> • understands simple ideas in accessible texts and retells narrative • communicates with basic control of language for a limited range of purposes and audiences • demonstrates limited degrees of creativity • writes brief responses • presents simple ideas
A student who achieves the grade E typically	<ul style="list-style-type: none"> • reveals some understanding of key ideas in texts • writes brief responses • restates simple ideas • communicates with teacher guidance for a limited range of purposes and audiences

Unit Grade Descriptors for T Courses

Grade	Descriptor
A student who achieves the grade A typically	<ul style="list-style-type: none"> • responds to texts critically with a high degree of insight • communicates with a sophisticated control of language for a range of purposes and audiences • expresses ideas with a high degree of clarity and coherence • demonstrates exceptional creativity and originality • researches and synthesises material in a complex manner • justifies viewpoint through well-structured, logical argument and highly effective use of textual references
A student who achieves the grade B typically	<ul style="list-style-type: none"> • responds critically to texts with insight • communicates with a good control of language for a range of purposes and audiences • expresses ideas with clarity and coherence • demonstrates creativity and originality • researches and synthesises material successfully • justifies viewpoint through structured, logical argument and effective use of textual references
A student who achieves the grade C typically	<ul style="list-style-type: none"> • responds critically to texts with some insight • communicates with control of language for a range of purposes and audiences • expresses ideas with some clarity and coherence • demonstrates some creativity and originality • researches and partially synthesises material • justifies viewpoint through structured argument and some use of textual references
A student who achieves the grade D typically	<ul style="list-style-type: none"> • responds to texts with occasional insight • communicates with partial control of language with limited understanding of purposes and audiences • expresses ideas with little clarity and coherence • demonstrates occasional creativity and originality • researches and retell ideas • shows some capacity to justify and support viewpoint
A student who achieves the grade E typically	<ul style="list-style-type: none"> • paraphrases parts of the text • understands simple and concrete ideas • communicates with partial control of language • expresses ideas with very little clarity and coherence • researches and synthesises material with guidance

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grade Descriptors for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the Unit Grade Descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Towards the end of each year, for each A, T and M course offered by the school, the Semester 2 assessment portfolios of a sample of Year 11 students which, after the ordinary application of criteria, is each typical of a required Unit Grade Descriptor, are sent to the ACT BSSS Secretariat. This material is considered at the first moderation day in March of the following year.

Towards the end of semester 1 each year, the same requirement applies for the Semester 1 assessment portfolios of a sample of Year 12 students. This material is considered at the second moderation day in August of the same year.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- A folder containing supporting documentation as requested by the Board Secretariat through memoranda to colleges.
- A set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios. Specific

requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

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More information is available from the Department's Curriculum Support Section.

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COURSE FRAMEWORK DEVELOPMENT GROUP

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The group gratefully acknowledges the work of previous groups who developed and revised the English Course Frameworks.