



# Essential English

A / M

Cover Art provided by Canberra College student Aidan Giddings

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## The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all Year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student course scores across subjects and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of representatives from colleges, universities, industry, parent organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

## **ACT Senior Secondary Certificate**

Courses of study for the ACT Senior Secondary Certificate:

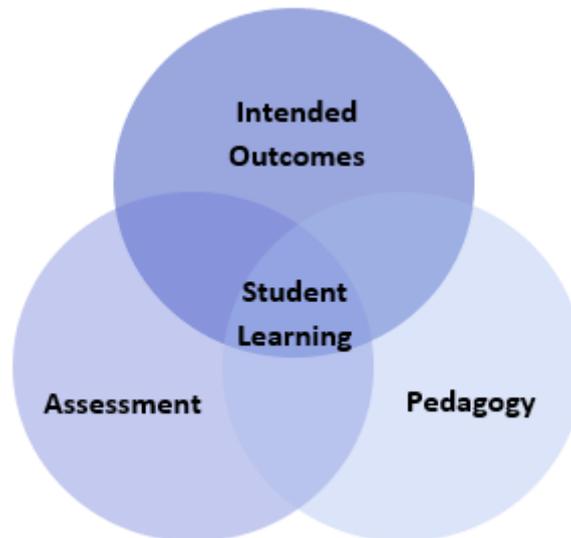
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

## 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 affects 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)*

## General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical behaviour
- intercultural understanding.

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Elaboration of these General Capabilities and priorities is available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### 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.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

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.

### **Asia and Australia's Engagement with Asia**

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.

### **Sustainability**

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.

# Essential English

## A / M

### 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 every day, 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.

### Goals

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
- 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.

### Student Group

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.

## Unit Titles

- Comprehending and Responding
- Making Connections
- Understanding Perspectives
- Local and Global

### Comprehending and Responding

This unit 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.

### Making Connections

This unit 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.

### Understanding Perspectives

This unit 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.

### Local and Global

This unit 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

### 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.

**Teachers should identify the texts to be covered in each unit at the beginning of the course to ensure there is no duplication in topics studied.**

### 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)

## Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

**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 must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Assessment Criteria

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

- responding
- creating.

## Assessment Task Types

Criteria	Task Types
<b>Responding</b>	<ul style="list-style-type: none"> <li>Respond to fiction, nonfiction and/or multimodal texts. Students may respond in spoken, written or analytical multimodal forms such as:               <ul style="list-style-type: none"> <li>short responses, essays, reports, reviews, articles, blogs, documentaries, seminars</li> </ul> </li> <li>Students must complete an independent investigation task each semester. An investigative task requires students to plan, research into and draw conclusions about key unit concepts. Students may respond in forms such as:               <ul style="list-style-type: none"> <li>essays, reports, interviews, film making, oral presentation, writing for publication</li> </ul> </li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>Create imaginative, persuasive, interpretative or informative texts. Students may create in spoken, written, non-written or creative multimodal forms such as:               <ul style="list-style-type: none"> <li>short stories, letters, websites, character interviews, short films, theatrical scripts and poetry</li> </ul> </li> </ul>
<p><b>Weightings in A/T/M 1.0 and 0.5 Units:</b> No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.</p>	

### Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Students are required to create a variety of texts in a range of modes and mediums (spoken, written and multimodal texts) in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- At least one task in each of Year 11 and 12 must be delivered through speaking or speaking and listening tasks, such as: interviews, workshops, speeches, seminars, podcasts, debates, group discussion etc.
- Creative tasks must be supported by a critical explanation of creative choices, for example a rationale or a statement of aims.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview or other validation tasks.

## **Achievement Standards**

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

**Achievement Standards for English A Courses – Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses the effectiveness of text structures and language features used to achieve particular purposes and effects</li> <li>analyses how effectively details and examples are used to support main ideas and viewpoints in texts</li> <li>analyses how effectively ideas and information are represented in texts to engage and persuade an audience</li> <li>researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity</li> <li>reflects independently on their learning to extend and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>explains text structures and how language features are used to achieve particular purposes and effects</li> <li>explains how details and examples are used to support main ideas and viewpoints in texts</li> <li>explains how effectively ideas and information are represented in texts to engage and persuade an audience</li> <li>researches widely and independently, explains information and viewpoints for a range of purposes, applying the principles of academic integrity</li> <li>reflects on their learning to develop and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>describes text structures and how language features are used to achieve purposes and effects</li> <li>describes how details and examples are used to support main ideas and viewpoints in texts</li> <li>describes how ideas and information are represented in texts to engage and persuade an audience</li> <li>researches and presents information and viewpoints for a range of purposes, applying the principles of academic integrity</li> <li>reflects on their learning and adjusts their approach to thinking and learning</li> </ul>	<ul style="list-style-type: none"> <li>identifies text structures and some reference to how language features are used</li> <li>identifies some details and examples to support ideas in texts, with some reference to viewpoints</li> <li>identifies how some ideas and information are represented in texts with some reference to audience engagement</li> <li>researches information and presents ideas for a range of purposes, sometimes applying the principles of academic integrity by using some referencing accurately</li> <li>reflects on their thinking with some adjustment to their learning</li> </ul>	<ul style="list-style-type: none"> <li>identifies text structures and little or no reference to how language features are used</li> <li>identifies details in texts with little or no reference to examples and viewpoints</li> <li>identifies ideas and/or information in texts with little or no reference to audience engagement</li> <li>researches information for a range of purposes and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques</li> <li>reflects on their thinking with little or no adjustment to their learning</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>creates a variety of texts in different modes to effectively communicate considered ideas for different purposes, contexts and audiences</li> <li>creates texts using an appropriate selection of language features and text structures, to influence and engage particular audiences</li> <li>constructs a sustained and well-reasoned argument, selecting and integrating relevant information from target texts and wider research</li> <li>communicates ideas demonstrating clarity, fluency and accurate expression</li> </ul>	<ul style="list-style-type: none"> <li>creates a variety of texts in different modes to clearly communicate ideas for different purposes, contexts and audiences</li> <li>creates texts using a selection of language features and text structures, to influence and engage particular audiences</li> <li>constructs a sustained and logical argument integrating relevant evidence and examples from target texts and wider research</li> <li>communicates ideas demonstrating clarity and accuracy of expression</li> </ul>	<ul style="list-style-type: none"> <li>creates texts in different modes to present ideas for different purposes, contexts and audiences</li> <li>creates texts using a variety of language features and text structures, with consideration of audience</li> <li>presents a logical argument supported by relevant evidence and examples</li> <li>communicates ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>creates texts for different purposes for particular contexts or audiences</li> <li>creates texts using language features and text structures, with some consideration of audience</li> <li>presents an argument using some relevant evidence and examples</li> <li>communicates ideas with uneven expression</li> </ul>	<ul style="list-style-type: none"> <li>creates different texts with little or no reference to purpose, context or audience</li> <li>creates texts using a few basic language features and text structures, with some consideration of audience</li> <li>presents ideas or an opinion with little or no reference to evidence and examples</li> <li>expresses ideas without clarity</li> </ul>

**Achievement Standards for English A Courses – Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>analyses the effectiveness of text structures and language features used to achieve particular purposes and effects</li> <li>analyses how effectively details and examples are used to support and develop authorial viewpoints in texts</li> <li>analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience</li> <li>researches widely and independently, analysing and interpreting information and diverse viewpoints for a wide range of purposes, applying the principles of academic integrity</li> <li>reflects independently on their learning to extend and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>explains the effectiveness of text structures and language features used to achieve particular purposes and effects</li> <li>explains how effectively details and examples are used to support and develop authorial viewpoints in texts</li> <li>explains how effectively perspectives and ideas are represented in texts to engage and persuade an audience</li> <li>researches widely and independently, explains information and viewpoints for a wide range of purposes, applying the principles of academic integrity</li> <li>reflects on their learning to develop and refine their thinking and approaches to learning</li> </ul>	<ul style="list-style-type: none"> <li>describes how text structures and language features are used to achieve particular purposes and effects</li> <li>describes how details and examples are used to support and develop authorial viewpoints in texts</li> <li>describes how perspectives and ideas are represented in texts to engage and persuade an audience</li> <li>researches and explains information and viewpoints for a range of purposes, applying the principles of academic integrity</li> <li>reflects on their learning and adjusts their approach to thinking and learning</li> </ul>	<ul style="list-style-type: none"> <li>describes text structures, with some reference to language features</li> <li>describes how details and examples support are used in texts with some reference to authorial viewpoints</li> <li>describes perspectives and ideas in texts with some reference to audience engagement</li> <li>researches and describes information and presents ideas for a range of purposes, sometimes applying the principles of academic integrity by using some referencing accurately</li> <li>reflects on their thinking with some adjustment to their learning</li> </ul>	<ul style="list-style-type: none"> <li>identifies text structures with little or no reference to language features</li> <li>identifies details from texts with little or no reference to authorial viewpoints</li> <li>identifies perspectives and ideas in texts with little or no reference to audience engagement</li> <li>researches information and presents ideas using inconsistent and attempting to apply the principles of academic integrity through inaccurate referencing techniques</li> <li>reflects on their thinking with little or no adjustment to their learning</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>creates a variety of texts in different modes to convincingly communicate considered ideas and concepts for different purposes, contexts and audiences</li> <li>creates texts using an original and evocative selection of language features and text structures, to influence and engage chosen audiences</li> <li>constructs a compelling and sustained argument supported by comprehensive, relevant evidence and examples from target texts and wider research</li> <li>communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression</li> </ul>	<ul style="list-style-type: none"> <li>creates a variety of texts in different modes to effectively communicate considered ideas and concepts for different purposes, contexts and audiences</li> <li>creates texts using an effective selection of language features and text structures, to influence and engage chosen audiences</li> <li>constructs a sustained and coherent argument integrating relevant evidence and examples from target texts and research</li> <li>communicates ideas demonstrating some logic, clarity and accuracy of expression</li> </ul>	<ul style="list-style-type: none"> <li>creates texts in different modes to communicate ideas and concepts for different purposes, contexts and audiences</li> <li>creates texts using a selection of language features and text structures intended to influence and engage audiences</li> <li>presents a coherent argument supported by relevant evidence and examples from target texts</li> <li>communicates ideas accurately</li> </ul>	<ul style="list-style-type: none"> <li>creates texts for different purposes, with some reference to contexts and audiences</li> <li>creates texts using language features and text structures for an effect with some consideration of audience</li> <li>presents an argument using some evidence and examples from target text</li> <li>communicates ideas with some accurate grammar and simple paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>creates different texts with little or no reference to purpose, context or audience</li> <li>uses language features in texts with little or no consideration of audience</li> <li>presents ideas or an opinion with little or no reference to evidence and examples</li> <li>expresses ideas in sentences fragments and attempts simple paragraphs</li> </ul>

**Achievement Standards for English M Course – Years 11 and 12**

	<i>A student who achieves an <b>A</b> grade typically</i>	<i>A student who achieves a <b>B</b> grade typically</i>	<i>A student who achieves a <b>C</b> grade typically</i>	<i>A student who achieves a <b>D</b> grade typically</i>	<i>A student who achieves an <b>E</b> grade typically</i>
<b>Responding</b>	<ul style="list-style-type: none"> <li>• responds to a variety of texts for differing purposes and audiences, with independence</li> <li>• explains ideas, attitudes and points of views in texts, with independence</li> <li>• reflects with insight on their thinking and learning, with independence</li> </ul>	<ul style="list-style-type: none"> <li>• responds to a variety of texts for differing purposes and audiences, with some independence</li> <li>• explains ideas, attitudes and points of view in texts, with some independence</li> <li>• reflects with insight on their thinking and learning, with some independence</li> </ul>	<ul style="list-style-type: none"> <li>• responds to texts for differing purposes and audiences, with assistance</li> <li>• explains ideas and points of view in texts, with assistance</li> <li>• reflects on their thinking and learning, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• responds to texts for differing purposes, with repeated cueing</li> <li>• explains ideas in texts, with repeated cueing</li> <li>• reflects on their thinking and learning, with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>• responds to texts, with direct instruction</li> <li>• identifies ideas in texts, with direct instruction</li> <li>• reflects in a limited way on their thinking and learning, with direct instruction</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>• applies literacy skills in a variety of contexts, with independence</li> <li>• creates a variety of texts in different modes for different purposes, with independence</li> </ul>	<ul style="list-style-type: none"> <li>• applies literacy skills in a variety of contexts, with some independence</li> <li>• creates a variety of texts in different modes for different purposes, with some independence</li> </ul>	<ul style="list-style-type: none"> <li>• applies literacy skills in different contexts, with assistance</li> <li>• creates in different modes for different purposes, with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• applies literacy skills in some contexts, with repeated cueing</li> <li>• creates texts for different purposes, with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>• applies literacy skills in limited contexts, with direct instruction</li> <li>• creates different texts, with direct instruction</li> </ul>

## Comprehending and Responding

**Value: 1.0**

**Comprehending and Responding a**

**Value: 0.5**

**Comprehending and Responding b**

**Value: 0.5**

### Unit Description

This unit 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.

### Specific Unit Goals

By the end of this unit, students:

A course	M course
<ul style="list-style-type: none"> <li>• comprehend information, ideas and language in texts selected from everyday contexts</li> <li>• understand language choices and the likely or intended effect of these choices in a range of texts</li> <li>• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts</li> </ul>	<ul style="list-style-type: none"> <li>• identify information, ideas and language in texts selected from everyday contexts</li> <li>• understand language choices and the likely or intended effect of these choices in a range of texts</li> <li>• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts</li> </ul>

## Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	M course
<p><b>Use strategies and skills for comprehending texts including:</b></p> <ul style="list-style-type: none"> <li>• using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence</li> <li>• predicting meaning using text structures and language features</li> <li>• making personal connections with texts</li> <li>• questioning texts to draw conclusions.</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Use strategies and skills for comprehending texts including:</b></p> <ul style="list-style-type: none"> <li>• identifying main ideas</li> <li>• making personal connections with texts</li> <li>• drawing conclusion about a texts</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>
<p><b>Consider the ways in which texts communicate ideas, attitudes and values including:</b></p> <ul style="list-style-type: none"> <li>• how social, community and workplace texts are constructed for particular purposes, audiences and contexts</li> <li>• 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</li> <li>• the use of narrative features, for example, point of view in film, fiction and video games</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Consider the ways in which texts communicate ideas and attitudes and including:</b></p> <ul style="list-style-type: none"> <li>• identifying social and workplace texts</li> <li>• identifying a technique 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.</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>
<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information</li> </ul>	<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• locating and extracting information and ideas from texts</li> </ul>

A course	M course
<ul style="list-style-type: none"> <li>• understanding how texts are structured to organise information, for example, hyperlinks, chapter headings and indexes</li> <li>• using strategies and tools for collecting and processing information, for example graphic information and spreadsheets</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<ul style="list-style-type: none"> <li>• identifying features used to organise information, for example, hyperlinks, heading and content pages</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>
<p><b>Using strategies and tools for collecting and processing information, for example, graphic organisers and spreadsheets. Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts</li> <li>• 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</li> <li>• developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>• using strategies for planning, recording sources of information and proofreading.</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Using strategies and tools for collecting and processing information, for example, graphic organisers and spreadsheets, assistive technologies. Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social or workplace contexts</li> <li>• developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>• using strategies for planning, recording sources of information and proofreading.</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### **Assessment**

Refer to pages 11-14.

**Making Connections****Value: 1.0****Making Connections a****Value: 0.5****Making Connections b****Value: 0.5****Unit Description**

This unit 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.

**Specific Unit Goals**

By the end of this unit, students:

<b>A course</b>	<b>M course</b>
<ul style="list-style-type: none"> <li>• examine how the structure and language of texts varies in different modes, mediums and contexts</li> <li>• understand reasons for language choices and their effects on audiences in a variety of texts and contexts</li> <li>• create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<ul style="list-style-type: none"> <li>• examine how the structure and language of texts varies in different modes, mediums and contexts</li> <li>• understand reasons for language choices and their effects on audiences in a variety of texts and contexts</li> <li>• create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>

## Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	M course
<p><b>Use strategies and skills for comprehending texts including:</b></p> <ul style="list-style-type: none"> <li>• interpreting structural and language features and aural and visual cues used in texts</li> <li>• making inferences from content, text structures and language features</li> <li>• summarising ideas and information presented in texts</li> <li>• identifying similarities and differences between own response to texts and responses of others</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Use strategies and skills for comprehending texts including:</b></p> <ul style="list-style-type: none"> <li>• identify text structures and basic language features</li> <li>• identify ideas and information presented in texts</li> <li>• identifying basic similarities and differences between own response to texts and responses of others</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>
<p><b>Consider the ways in which context, purpose and audience influence meaning including:</b></p> <ul style="list-style-type: none"> <li>• the ways in which main ideas, values and supporting details are represented in social, community and workplace texts</li> <li>• 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</li> <li>• the use of language features such as tone, register and style to influence responses, for example, character monologues in film, fiction and video games</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Consider the ways in which context, purpose and audience influence meaning including:</b></p> <ul style="list-style-type: none"> <li>• identifying the main ideas in social and workplace texts</li> <li>• the effects that different texts have on audiences</li> <li>• identifying a language feature that influences our responses to text e.g. vocabulary</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>
<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• locating and selecting information from a range of sources</li> <li>• identifying the relevance and usefulness of each source</li> </ul>	<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• locating and selecting information from a range of sources</li> </ul>

A course	M course
<ul style="list-style-type: none"> <li>using different strategies for finding information such as taking notes to summarise and/or paraphrase information</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<ul style="list-style-type: none"> <li>using different strategies for finding information such as taking notes to summarise and/or paraphrase information</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts</li> <li>selecting text structures, language features and visual techniques to communicate and represent ideas and information</li> <li>developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>using strategies for planning, drafting and proofreading, and appropriate referencing</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>using basic literary techniques to engage an audience</li> <li>developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>using strategies for planning, drafting and proofreading, and appropriate referencing and assistive technologies</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Assessment

Refer to pages 11-14.

## Understanding Perspectives

**Value: 1.0**

**Understanding Perspectives a**

**Value: 0.5**

**Understanding Perspectives b**

**Value: 0.5**

### Unit Description

This unit 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.

### Specific Unit Goals

By the end of this unit, students:

A course	M course
<ul style="list-style-type: none"> <li>examine the ways that points of view are presented in texts for different purposes and contexts</li> <li>understand how language choices persuade specific audiences</li> <li>create oral, written and multimodal texts that convey a point of view.</li> </ul>	<ul style="list-style-type: none"> <li>examine the ways that points of view are presented in texts for different purposes and contexts</li> <li>understand how language choices persuade specific audiences</li> <li>create oral, written and multimodal texts that convey a point of view.</li> </ul>

### Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	M course
<p><b>Use strategies and skills for comprehending texts including:</b></p> <ul style="list-style-type: none"> <li>distinguishing different points of view about the main ideas in texts</li> <li>identifying facts, opinions, supporting evidence and bias</li> <li>understanding the way attitudes and values are represented</li> <li>explaining shifts in intonation and point of view, identifying the effect of language choices on an audience</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Use strategies and skills for comprehending texts including:</b></p> <ul style="list-style-type: none"> <li>identifying the main ideas in texts</li> <li>identifying facts, opinions and or supporting evidence</li> <li>understanding the way attitudes are represented in texts</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>

A course	M course
<p><b>Consider how different perspectives and values are presented in texts including:</b></p> <ul style="list-style-type: none"> <li>• the relationships between context, purpose, and audience, and the impact on meaning in social, community and workplace texts</li> <li>• 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</li> <li>• the use of narrative techniques; for example, characterisation and dialogue in novels and film, avatars in multiplayer video games and first person narrator</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Consider how different perspectives are presented in texts including:</b></p> <ul style="list-style-type: none"> <li>• understanding the relationships between context, purpose, and audience</li> <li>• identifying different language features in texts; 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</li> <li>• the use of basic narrative techniques; for example, characterisation and dialogue in novels and film, avatars in multiplayer video games and first person narrator</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>
<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• gathering different points of view, for example, through interviews, surveys, questionnaires, library and/or internet resources</li> <li>• categorising and integrating ideas and information about specific themes or ideas understanding ethical research practices</li> <li>• understand ethical research practices</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• gathering different points of view, for example, through interviews, surveys, questionnaires, library and/or internet resources</li> <li>• classifying ideas and information</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies</li> </ul>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• adopting different points of view to influence audiences</li> </ul>

A course	M course
<ul style="list-style-type: none"> <li>• 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</li> <li>• developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>• using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<ul style="list-style-type: none"> <li>• developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>• using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing and using assistive technologies</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Assessment

Refer to pages 11-14.

**Local and Global****Value: 1.0****Local and Global a****Value: 0.5****Local and Global b****Value: 0.5****Unit Description**

This unit 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.

**Specific Unit Goals**

By the end of this unit, students:

<b>A course</b>	<b>M course</b>
<ul style="list-style-type: none"> <li>• understand ways in which language is used to influence and engage different audiences</li> <li>• investigate the way language is used to represent issues and attitudes</li> <li>• create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• understand ways in which language is used to influence and engage different audiences</li> <li>• investigate the way language is used to represent issues and attitudes</li> <li>• create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes</li> </ul>

## Content Descriptions

Further elaboration of the content of this unit is available on the ACARA Australian Curriculum website.

All knowledge, understanding and skills below must be delivered:

A course	M course
<p><b>Use strategies and skills for comprehending texts including:</b></p> <ul style="list-style-type: none"> <li>• analysing issues and ideas represented in a range of texts and explaining points of view and implications</li> <li>• evaluating the evidence upon which different views are based</li> <li>• explaining how texts use language to appeal to the beliefs, attitudes and values of an audience</li> <li>• reflecting on the way ideas and information are presented in texts.</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Use strategies and skills for comprehending texts including:</b></p> <ul style="list-style-type: none"> <li>• identifying issues and ideas represented in texts</li> <li>• identifying the evidence upon which different views are based</li> <li>• identifying the way ideas and information are presented in texts.</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>
<p><b>Consider how attitudes and assumptions are presented in texts including:</b></p> <ul style="list-style-type: none"> <li>• the representation of community, local or global issues in social, community, workplace or literary texts</li> <li>• 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</li> <li>• 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.</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Consider how attitudes are presented in texts including:</b></p> <ul style="list-style-type: none"> <li>• the representation of community, local or global issues in social, community, workplace or literary texts</li> <li>• how different text types appeal to emotion</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>

A course	M course
<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• investigating and synthesising ideas and information from a range of source material</li> <li>• determining the relevance of source material to the context and topic</li> <li>• employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Using information for specific purposes and contexts by:</b></p> <ul style="list-style-type: none"> <li>• investigating and combining ideas and information from a range of source material</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>
<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• expressing a logical point of view about an idea, issue or event in a range of mediums and digital technologies</li> <li>• 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</li> <li>• developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>• using an effective editing processes and appropriate referencing in the presentation of work</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>	<p><b>Create a range of texts:</b></p> <ul style="list-style-type: none"> <li>• expressing a point of view about an idea, issue or event in a range of mediums and digital technologies</li> <li>• combining text structures, language features and visual techniques to engage audiences; for example, creating a multimedia advertising campaign, presenting a PowerPoint report, writing and illustrating a picture book and recording a radio talkback program</li> <li>• developing appropriate vocabulary and using accurate spelling, punctuation and grammar</li> <li>• using an effective editing processes and appropriate referencing in the presentation of work and using assistive technologies</li> </ul> <p><i>Refer to Appendix F for elaborations on content descriptors.</i></p>

### A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

### Assessment

Refer to pages 11-14.

## Appendix A – Implementation Guidelines

### Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

Nil.

### Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

### Guidelines for Delivery

#### Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

#### Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

## Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

## 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 Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

### Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

### Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

## **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 Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- 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 the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

<b>Name</b>	<b>College</b>
Bill Weigall	Canberra Girls Grammar School
Skye Wallden	Daramalan College
Kate Blattman	Hawker College
Julie Ward	Marist College
Louise Martingale	Merici College
Anni Medway	Narrabundah College
Louise Wallace Richards	Radford College
Ann Hamer	St Edmund's College
Sarah Lysewycz	Trinity Christian School

## Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
investigate	issues, problems	
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
summarise	main points, words, ideas in text, review, draft and edit	

## Appendix D – Glossary of Verbs

Verbs	Definition
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
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
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
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

## Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

**Learning areas** are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

**Frameworks** are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

**Core** units are foundational units that provide students with the breadth of the subject.

**Additional** units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

**Content descriptions** refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

**Achievement standards** provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

## Appendix F – Essential English Elaborations

Unit 1: Comprehending and Responding	
Content descriptors	Elaborations
<b>Use strategies and skills for comprehending texts including:</b>	
<ul style="list-style-type: none"> <li>identifying structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identify different structures to comprehend texts (For example, use of a headline in a newspaper article, table of contents, layout in an advertisement)</li> <li>Identify language features to comprehend texts (For example, diction, imagery, syntax)</li> <li>Locate main ideas, arguments and evidence in texts</li> </ul>
<ul style="list-style-type: none"> <li>predicting meaning using text structures and language features</li> </ul>	<ul style="list-style-type: none"> <li>Use text structures to infer meaning (For example, recurring sound effect in a film, opening sequences in films, complication in a short story)</li> <li>Use skim reading strategies (For example, relevant links, headings, images in digital texts) to predict meaning</li> </ul>
<ul style="list-style-type: none"> <li>making personal connections with texts</li> </ul>	<ul style="list-style-type: none"> <li>Draw on personal experience to engage with text</li> <li>Examine how personal experience can result in empathetic responses to texts</li> </ul>
<ul style="list-style-type: none"> <li>questioning texts to draw conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Formulate questions to develop understanding of the text</li> <li>Explore the main ideas conveyed in the text</li> <li>Draw conclusions based on evidence from the text</li> </ul>
<b>Consider the ways in which texts communicate ideas, attitudes and values including:</b>	
<ul style="list-style-type: none"> <li>how social, community and workplace texts are constructed for particular purposes, audiences and contexts</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of texts for a variety of purposes (For example, brochures, pamphlets, emails, social media, manuals, instructions)</li> <li>Identify the intended audience (For example, employees, employers, government agencies, clients, friends, community groups)</li> <li>Explain how context influences the choices made in creating texts (For example, safety instructions in the workplace)</li> <li>Explore how ideas, attitudes and values are conveyed in social, community and workplace texts (For example, hygiene instructions in the workplace protecting the customer and employee)</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Identifying how text structures and language features are deliberately selected to influence an audience and convey attitudes and values</li> <li>Examine how text structures and language features are crafted for a range of purposes in texts such as argumentative, persuasive, informative, descriptive and/or narrative forms</li> <li>Examine how text structures and language position the audience</li> </ul>

<b>Unit 1: Comprehending and Responding</b>	
<b>Content descriptors</b>	<b>Elaborations</b>
<ul style="list-style-type: none"> <li>the use of narrative features, for example, point of view in film, fiction and video games.</li> </ul>	<ul style="list-style-type: none"> <li>Identify narrative techniques in a range of texts (For example, 1st person narrator, flashbacks, circular narrative)</li> <li>Examine how these narrative techniques are used to convey ideas, attitudes and values</li> </ul>
<b>Using information for specific purposes and contexts by:</b>	
<ul style="list-style-type: none"> <li>locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information</li> </ul>	<ul style="list-style-type: none"> <li>Locate key information (For example, main character, theme, facts, opinion)</li> <li>Use reading strategies such as skimming and scanning to locate information for a range of purposes and contexts</li> </ul>
<ul style="list-style-type: none"> <li>understanding how texts are structured to organise information, for example, hyperlinks, chapter headings and indexes</li> </ul>	<ul style="list-style-type: none"> <li>Identify how the organisation of information (For example, layout, form, medium) is used for a range of purposes and contexts</li> </ul>
<ul style="list-style-type: none"> <li>using strategies and tools for collecting and processing information, for example, graphic organisers and spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>Use techniques such as brainstorming, note taking, diagrams, mind maps, tables to collect and process information for a range of purposes and contexts</li> </ul>
<b>Create a range of texts:</b>	
<ul style="list-style-type: none"> <li>using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts</li> </ul>	<ul style="list-style-type: none"> <li>Identify the purpose and audience for text (i.e. persuade, inform, argue)</li> <li>Identify and use the appropriate text form and mode for a specific audience and purpose</li> <li>Select language features and content for a specific purpose and audience</li> <li>Create texts for a range of purposes and audiences</li> </ul>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Communicate ideas and information in a range of mediums</li> <li>Compose texts in a range of forms using appropriate language features to convey meaning</li> <li>Use appropriate digital technology to convey meaning (For example, web pages, PowerPoint or Prezi presentations, film, vodcasts, podcasts)</li> </ul>
<ul style="list-style-type: none"> <li>developing appropriate vocabulary using accurate spelling, punctuation and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Use accurate vocabulary, spelling, punctuation and grammar to create texts with technical accuracy</li> <li>Employ drafting and editing techniques to refine texts</li> </ul>
<ul style="list-style-type: none"> <li>using strategies for planning, recording sources of information and proofreading.</li> </ul>	<ul style="list-style-type: none"> <li>Research, collate and select relevant information</li> <li>Use appropriate referencing protocols</li> <li>Proofread and edit to refine texts</li> </ul>

Unit 2: Making Connections	
Content descriptors	Elaborations
<b>Use strategies and skills for comprehending texts including:</b>	
<ul style="list-style-type: none"> <li>interpreting structural and <a href="#">language features</a> and aural and visual cues used in texts</li> </ul>	<ul style="list-style-type: none"> <li>Identify structural and language features (including text organization, flashbacks, linear/non-linear, subheadings, simile, metaphor, sentence structure, syntax, titles, chapter headings, images, mode, visual cues)</li> <li>Identify aural (aural in film, music) and visual cues (layout and formatting)</li> <li>Apply comprehension strategies (refer to glossary)</li> <li>Discuss how structural and language and aural and visual cues features shape meaning</li> </ul>
<ul style="list-style-type: none"> <li>making inferences from content, text structures and language features</li> </ul>	<ul style="list-style-type: none"> <li>Identify subtext and hidden meaning in texts</li> <li>Examine how text structures and language features are used to position readers for a specific purpose</li> </ul>
<ul style="list-style-type: none"> <li>summarising ideas and information presented in texts</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of active reading strategies (e.g. highlighting main points, scanning for key information) for comprehending texts</li> <li>Apply techniques for collecting and collating data (e.g. tables, dictagloss, note-taking templates)</li> </ul>
<ul style="list-style-type: none"> <li>identifying similarities and differences between own response to texts and responses of others.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on personal responses to texts</li> <li>Compare personal and others' responses to text</li> </ul>
<b>Consider the ways in which <a href="#">context</a>, purpose and <a href="#">audience</a> influence meaning including:</b>	
<ul style="list-style-type: none"> <li>the ways in which main ideas, values and supporting details are represented in social, community and workplace texts</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas, values and supporting details in a range of texts for different purposes and audiences</li> <li>Identify how ideas, values and supporting details are developed in social, community and workplace texts (e.g. personal correspondence, advertisements, social media, leaflets, brochures, policy and procedure manuals)</li> <li>Examine how ideas, values and supporting details are shaped by purpose, context and audience</li> </ul>
<ul style="list-style-type: none"> <li>the effects of <a href="#">mediums</a>, <a href="#">types of texts</a> and <a href="#">text structures</a> on <a href="#">audiences</a>, for example, pop-ups on websites, flashbacks in films and <a href="#">intonation</a> in speeches</li> </ul>	<ul style="list-style-type: none"> <li>Identify the <a href="#">mediums</a>, <a href="#">types of texts</a> and <a href="#">text structures</a> in a range of texts</li> <li>Explore how context, purpose and audience has influenced the construction of texts</li> <li>Discuss the effectiveness of choice of <a href="#">mediums</a>, <a href="#">types of texts</a> and <a href="#">text structures</a> in shaping meaning</li> </ul>
<ul style="list-style-type: none"> <li>the use of <a href="#">language features</a> such as <a href="#">tone</a>, <a href="#">register</a> and <a href="#">style</a> to influence responses, for example, character monologues in film, fiction and video games.</li> </ul>	<ul style="list-style-type: none"> <li>Identify how key language features shape the audience response</li> <li>Explore how language features are influenced by context, purpose and audience</li> <li>Discuss the effectiveness of language features in shaping meaning</li> </ul>

Unit 2: Making Connections	
Content descriptors	Elaborations
<b>Using information for specific purposes and <a href="#">contexts</a> by:</b>	
<ul style="list-style-type: none"> <li>locating and selecting information from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Identify key ideas from a range of texts (e.g. facts, opinions)</li> <li>Use reading strategies (e.g. skimming and scanning) to locate information in a range of texts</li> </ul>
<ul style="list-style-type: none"> <li>identifying the relevance and usefulness of each source</li> </ul>	<ul style="list-style-type: none"> <li>Explore example of relevant and useful information</li> <li>Select information that is relevant and useful for specific purposes</li> <li>Develop criteria for judging the relevance and usefulness of a source for a specific purpose and context</li> </ul>
<ul style="list-style-type: none"> <li>using different strategies for finding information such as taking notes to summarise and/or paraphrase information.</li> </ul>	<ul style="list-style-type: none"> <li>Use comprehension strategies such as skimming and scanning to locate information</li> <li>Use a variety of strategies for recording relevant information</li> </ul>
<b>Create a range of texts:</b>	
<ul style="list-style-type: none"> <li>using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts</li> </ul>	<ul style="list-style-type: none"> <li>Identify visual and literary techniques used to engage an audience</li> <li>Identify effective modes and mediums to engage and influence audiences in different contexts</li> <li>Create a range of texts employing a range of techniques to engage and influence an audience</li> </ul>
<ul style="list-style-type: none"> <li>selecting <a href="#">text structures</a>, <a href="#">language features</a> and visual techniques to communicate and represent ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of text structures, language features and visual techniques</li> <li>Use appropriate text structures, language features and visual techniques to effectively communicate ideas and information</li> </ul>
<ul style="list-style-type: none"> <li>developing appropriate vocabulary and using accurate spelling, punctuation and <a href="#">grammar</a></li> </ul>	<ul style="list-style-type: none"> <li>Build a bank of words relevant to the task or topic</li> <li>Revise spelling, punctuation and grammar as appropriate to the task</li> <li>Use drafting and editing techniques to refine texts</li> </ul>
<ul style="list-style-type: none"> <li>using strategies for planning, drafting and proofreading, and appropriate referencing.</li> </ul>	<ul style="list-style-type: none"> <li>Apply planning, drafting, proofreading and referencing strategies when creating texts</li> </ul>

<b>Unit 3: Understanding Perspectives</b>		<b>Value: 1.0</b>
<b>Content descriptors</b>	<b>Elaborations</b>	
<b>Use strategies and skills for comprehending texts including:</b>		
<ul style="list-style-type: none"> <li>distinguishing different <a href="#">points of view</a> about the main ideas in texts</li> </ul>	<ul style="list-style-type: none"> <li>identify the main ideas in texts</li> <li>Discuss possible interpretations and responses to the main ideas</li> <li>Explore different interpretations of the main ideas</li> </ul>	
<ul style="list-style-type: none"> <li>identifying facts, opinions, supporting evidence and bias</li> </ul>	<ul style="list-style-type: none"> <li>Identify the difference between facts and opinions</li> <li>Define what constitutes supporting evidence</li> <li>Identify facts supported by evidence</li> <li>Recognise examples of bias in texts</li> <li>Explain the impact of bias in texts</li> </ul>	
<ul style="list-style-type: none"> <li>understanding the way <a href="#">attitudes</a> and values are represented</li> </ul>	<ul style="list-style-type: none"> <li>Identify the attitudes and values represented in the texts</li> <li>Explore how language reveals values and attitudes</li> <li>Compare how attitudes and values are conveyed in a variety of texts</li> </ul>	
<ul style="list-style-type: none"> <li>explaining shifts in <a href="#">intonation</a> and <a href="#">point of view</a>, identifying the effect of language choices on an <a href="#">audience</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify intonation in texts</li> <li>Describe intonation across a variety of modes e.g. dialogue in film and stage directions in plays, speeches and use of punctuation</li> <li>Explore how point of view changes with perspective</li> <li>Investigate the effect of authorial language choice on positioning an audience e.g. idiomatic language, dialogue, sensory description</li> </ul>	
<b>Consider how different perspectives and values are presented in texts including</b>		
<ul style="list-style-type: none"> <li>the relationships between <a href="#">context</a>, purpose, and <a href="#">audience</a>, and the impact on meaning in social, community and workplace texts</li> </ul>	<ul style="list-style-type: none"> <li>Identify the context, purpose and audience of a range of texts</li> <li>Identify the interplay between context, purpose and audience</li> <li>Describe how meaning is shaped by context, purpose and audience in a range of texts</li> </ul>	
<ul style="list-style-type: none"> <li>use of <a href="#">mediums</a>, <a href="#">types of texts</a>, <a href="#">text structures</a> and <a href="#">language features</a>; 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 <a href="#">tone</a> of voice in interviews</li> </ul>	<ul style="list-style-type: none"> <li>Identify the text structures and language features in a variety of mediums and text types</li> <li>Identify how specific features of a text construct meaning and position the audience</li> <li>Describe how visual and language components combine to convey perspectives and values</li> </ul>	

<b>Unit 3: Understanding Perspectives</b>		<b>Value: 1.0</b>
<b>Content descriptors</b>	<b>Elaborations</b>	
<ul style="list-style-type: none"> <li>the use of <a href="#">narrative</a> techniques; for example, characterisation and dialogue in novels and film, avatars in multiplayer video games and first person narrator</li> </ul>	<ul style="list-style-type: none"> <li>Identify how narrative techniques are used to present different perspectives and values. e.g. characterisation, dialogue</li> <li>Explore how narrative techniques are employed to convey values and transmit perspectives in a range of texts</li> <li>Discuss the effectiveness of narrative techniques in conveying different perspectives and values</li> </ul>	
<b>Using information for specific purposes and contexts by:</b>		
<ul style="list-style-type: none"> <li>gathering different <a href="#">points of view</a>, for example, through interviews, surveys, questionnaires, library and/or internet resources</li> </ul>	<ul style="list-style-type: none"> <li>Identify the value and purpose of gathering multiple perspectives on an issue.</li> <li>Use appropriate research methods to gather information in accordance with the specific purpose and context</li> </ul>	
<ul style="list-style-type: none"> <li>selecting <a href="#">text structures</a>, <a href="#">language features</a> and visual techniques to communicate and represent ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>Identify how text structures, language features and visual techniques are used to communicate and represent ideas and information</li> <li>Discuss the use of text structures, language features and visual techniques for the specific purpose and context</li> </ul>	
<ul style="list-style-type: none"> <li>categorising and integrating ideas and information about specific themes or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific themes and ideas within the text</li> <li>Describe the organisation of ideas to show overarching themes and their subsets in a text</li> </ul>	
<ul style="list-style-type: none"> <li>understanding ethical research practices</li> </ul>	<ul style="list-style-type: none"> <li>Identify what ethical research practices</li> <li>Discuss the implications of information gathered in research and the use of this research</li> </ul>	
<b>Create a range of texts:</b>		
<ul style="list-style-type: none"> <li>using personal voice and adopting different <a href="#">points of view</a> to influence <a href="#">audiences</a> in a range of <a href="#">mediums</a> and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>Choose and apply personal voice and point of view to influence audiences</li> <li>Use a range of mediums to represent different points of view and influence audiences</li> </ul>	
<ul style="list-style-type: none"> <li>selecting <a href="#">text structures</a>, <a href="#">language features</a>, and visual techniques to communicate and represent ideas and information for different <a href="#">contexts</a> and purposes; for example, writing diary entries of real or imagined people, creating interactive websites, participating in workplace role plays and scripting fictional dialogues</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate text structures, language features and visual techniques to effectively communicate ideas and information across different contexts and for different purposes</li> </ul>	

Unit 3: Understanding Perspectives		Value: 1.0
Content descriptors	Elaborations	
<ul style="list-style-type: none"> <li>developing appropriate vocabulary and using accurate spelling, punctuation and <a href="#">grammar</a></li> </ul>	<ul style="list-style-type: none"> <li>Build a bank of words relevant to the task or topic</li> <li>Revise spelling, punctuation and grammar as appropriate to the task</li> <li>Use drafting and editing techniques to refine texts</li> </ul>	
<ul style="list-style-type: none"> <li>using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing.</li> </ul>	<ul style="list-style-type: none"> <li>Apply planning, drafting, proofreading and referencing strategies when creating texts</li> </ul>	

<b>Unit 4: Local and Global</b>	
<b>Content descriptors</b>	<b>Elaborations</b>
<b>Use strategies and skills for comprehending texts including:</b>	
<ul style="list-style-type: none"> <li>analysing issues and ideas represented in a range of texts and explaining <a href="#">points of view</a> and implications</li> </ul>	<ul style="list-style-type: none"> <li>identify issues and ideas in a range of texts using both local and global contexts</li> <li>discuss the points of view the authors are conveying</li> <li>compare and contrast the ideas and points of view the authors are conveying</li> <li>consider how the ideas may have consequences by using prediction and inference</li> </ul>
<ul style="list-style-type: none"> <li>evaluating the evidence upon which different views are based</li> </ul>	<ul style="list-style-type: none"> <li>choose evidence from the texts to support the viewpoints being portrayed</li> <li>make judgments about the effectiveness of the evidence by comparing evidence and looking at what is convincing</li> </ul>
<ul style="list-style-type: none"> <li>explaining how texts use language to appeal to the beliefs, <a href="#">attitudes</a> and values of an <a href="#">audience</a></li> </ul>	<ul style="list-style-type: none"> <li>identify language techniques being used to engage an audience in a range of texts</li> <li>consider the point of view of the audience and their social context</li> <li>discuss how the language techniques are used to manipulate or control audience response (such as positioning the audience response to a particular issue)</li> </ul>
<ul style="list-style-type: none"> <li>reflecting on the way ideas and information are presented in texts</li> </ul>	<ul style="list-style-type: none"> <li>discuss how the authors have conveyed their ideas through a variety of techniques</li> <li>consider connections between the texts and personal experience, context, environment etc</li> </ul>
<b>Consider how attitudes and assumptions are presented in texts including:</b>	
<ul style="list-style-type: none"> <li>the representation of community, local or global issues in social, community, workplace or literary texts</li> </ul>	<ul style="list-style-type: none"> <li>identify local and global issues in a range of texts</li> <li>examine how these issues are conveyed</li> <li>explore how bias is used to manipulate audience response in a range of texts</li> </ul>
<ul style="list-style-type: none"> <li>the use of <a href="#">mediums</a>, <a href="#">types of texts</a>, <a href="#">text structures</a> and <a href="#">language features</a>; 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</li> </ul>	<ul style="list-style-type: none"> <li>identify a range of mediums used to convey ideas and attitudes</li> <li>identify text structures used in different mediums (such as chronological organisation, non-chronological organisation)</li> <li>identify language features used in different mediums (such as headlines, rhetorical devices, emotive language)</li> <li>compare how point of view/ bias differs or not in a range of mediums</li> </ul>
<b>Using information for specific purposes and contexts by:</b>	
<ul style="list-style-type: none"> <li>investigating and synthesising ideas and information from a range of source material</li> </ul>	<ul style="list-style-type: none"> <li>identify the purpose of texts</li> <li>explore issues, ideas or events from a range of texts</li> <li>draw on issues, and ideas from a range of texts to create new texts, form conclusions or present an argument</li> </ul>
<ul style="list-style-type: none"> <li>determining the relevance of source material to the <a href="#">context</a> and topic</li> </ul>	<ul style="list-style-type: none"> <li>identify a range of sources related to a topic</li> <li>make judgments about the value and reliability of the source in relation to the topic</li> </ul>

Unit 4: Local and Global	
Content descriptors	Elaborations
<ul style="list-style-type: none"> <li>employing ethical research practices such as acknowledging sources and avoiding plagiarism and collusion.</li> </ul>	<ul style="list-style-type: none"> <li>explore different methods of referencing (such as Harvard, Chicago and Oxford styles)</li> <li>identify plagiarism/ collusion</li> <li>explore the impact of plagiarism / collusion including on the original author and the person committing plagiarism</li> </ul>
<b>Create a range of texts:</b>	
<ul style="list-style-type: none"> <li>expressing a logical <a href="#">point of view</a> about an idea, issue or event in a range of <a href="#">mediums</a> and digital technologies</li> </ul>	<ul style="list-style-type: none"> <li>explore models of writing that convey a logical point of view</li> <li>brainstorm and then sequence ideas using a range of graphic organisers (such as fishbone, T diagram, concept maps etc)</li> <li>construct a point of view in a range of mediums and digital technologies (such as a blog, a series of Twitter feeds, website, letter)</li> </ul>
<ul style="list-style-type: none"> <li>integrating <a href="#">text structures</a>, <a href="#">language features</a> and visual techniques to engage and persuade <a href="#">audiences</a>; for example, creating a multimedia advertising campaign, presenting a PowerPoint report, writing and illustrating a picture book and recording a radio talkback program</li> </ul>	<ul style="list-style-type: none"> <li>examine the features of a multimedia advertising campaign, a PowerPoint report, a picture book and a radio talkback program</li> <li>explore features of persuasive texts (such as rhetorical devices, emotive language, juxtaposition, montage, exaggeration in cartoons)</li> <li>create a multi modal text to persuade and engage an audience</li> </ul>
<ul style="list-style-type: none"> <li>developing appropriate vocabulary and using accurate spelling, punctuation and <a href="#">grammar</a></li> </ul>	<ul style="list-style-type: none"> <li>build a bank of words relevant to the task or topic</li> <li>revise spelling, punctuation and grammar as appropriate to the task</li> <li>use drafting and editing techniques to refine tasks</li> </ul>
<ul style="list-style-type: none"> <li>using an effective editing process and appropriate referencing in the presentation of work.</li> </ul>	<ul style="list-style-type: none"> <li>apply effective planning, drafting, proofreading and referencing strategies when creating texts (such as use of graphic organisers, writing frames, check lists, peer review)</li> </ul>

## **Appendix G – 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.

## Appendix H – Course Adoption

### Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

### Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au). A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

<b>College:</b>	
<b>Course Title:</b>	<b>Essential English</b>
<b>Classification/s:</b>	<b>A    M</b>
<b>Accredited from:</b>	2014
<b>Framework:</b>	English 2020