



English

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Table of Contents

| | |
|---|-------------------|
| The ACT Senior Secondary System | 1 |
| ACT Senior Secondary Certificate | 2 |
| Learning Principles | 3 |
| General Capabilities | 4 |
| Cross-Curriculum Priorities | 6 |
| Rationale | 7 |
| Goals | 7 |
| Unit Titles | 7 |
| Organisation of Content | 8 |
| Assessment | 10 |
| Achievement Standards | 12 |
| Communication of Meaning | Value 1.0..... 15 |
| Representations Through Texts | Value 1.0..... 17 |
| Comparative Texts | Value 1.0..... 19 |
| Perspectives | Value 1.0..... 21 |
| Appendix A – Implementation Guidelines | 23 |
| Appendix B – Course Developers | 25 |
| Appendix C – Common Curriculum Elements | 26 |
| Appendix D – Glossary of Verbs | 27 |
| Appendix E – Glossary for ACT Senior Secondary Curriculum | 28 |
| Appendix F – English Glossary | 29 |
| Appendix G – English Elaborations | 34 |
| Appendix H – Course Adoption | 46 |

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:

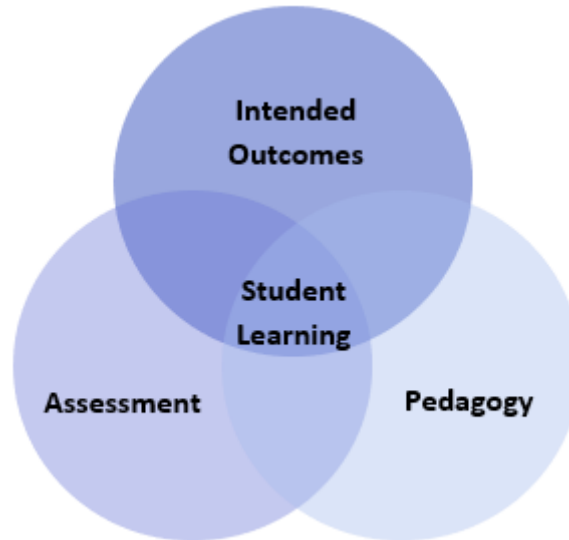
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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.

Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In *English* students apply, extend, and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument. Students compare texts and consider them in relation to their contexts and purposes, and they consider how texts are created for specific purposes, contexts, and audiences.

Numeracy

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

Information and Communication Technology (ICT) Capability

There is a particular focus in *English* on ICT through the use of digital texts and on understanding and creating multimodal texts. For example, students explore the effects of sound and image as they consider how ideas are communicated in digital texts. They use digital technologies when they access, manage, and use information and when creating their own texts. They develop skills in reading, viewing, and responding to digital and multimodal texts and analysing the effects of the use of different mediums on meaning and interpretation.

Critical and Creative Thinking

Critical and creative thinking is integral to the study of and creation of texts in *English*. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence, and draw reasoned conclusions. Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts, and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

Personal and Social Capability

Students develop personal and social capability in *English* by enhancing their communication skills, teamwork, and capacity to empathise with and appreciate the perspectives of others. Close study of texts assists students to understand different personal and social experiences, perspectives, and challenges. Students identify and express their own opinions, beliefs, and responses by interacting with a range of texts. *English* actively assists students in the development of communication skills needed for analysis, research and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

Ethical Understanding

In *English* ethical understanding is explored through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. They explore and question values, attitudes, perspectives, and assumptions in texts, examining how they are presented, their impact on audiences and how they are reflected in their own responses. Through the study of *English* students come to appreciate and develop greater empathy for the rights and opinions of others. They develop increasingly advanced communication, research, and presentation skills to express viewpoints.

Intercultural Understanding

In *English*, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of contemporary texts, texts from the past and texts from diverse cultures, students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity, and values, particularly in the Australian context, and are able to appreciate and empathise with the cultural beliefs, attitudes, and values of others. They study how cultural concepts, beliefs, practices, and perspectives are represented in a range of textual forms and for a variety of purposes and audiences. They pay special attention to the contribution of Aboriginal and Torres Strait Islander Peoples and Asian cultures to literature and other media in Australia.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political, and economic links that connect Australia with Asia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

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Rationale

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

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

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

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

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, *English* retains a balance of each strand whereas *Literature* has its primary focus on engagement with and analysis of literary texts.

Unit Titles

- Communication of Meaning
- Representations Through Texts
- Comparative Texts
- Perspectives

Organisation of Content

Communication of Meaning

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

Representations Through Texts

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

Comparative Texts

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

Perspectives

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

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

- Texts in Contexts
- Language and Textual Analysis
- Engaging and Responding
- Creating Texts
- Reflecting

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.

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

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.

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 |
|--|---|
| Responding | <ul style="list-style-type: none"> • 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"> – short responses, essays, reports, reviews, articles, blogs, documentaries, seminars • 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"> – essays, reports, interviews, film making, oral presentation, writing for publication |
| Creating | <ul style="list-style-type: none"> • 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"> – short stories, letters, websites, character interviews, short films, theatrical scripts, and poetry |
| <p>Weightings in A/T/M 1.0 and 0.5 Units: 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 T 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> |
|-------------------|---|---|--|---|---|
| Responding | <ul style="list-style-type: none"> critically analyses the relationship between context, purpose, and audience and how they shape meaning critically analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences researches independently, synthesising and interpreting information and viewpoints for an argument, applying the principles of academic integrity evaluates arguments and viewpoints, justifies responses using a discerning and concise selection of evidence, examples and/or textual references reflects independently on their learning to extend and refine their thinking and approaches to learning | <ul style="list-style-type: none"> analyses the relationship between context, purpose, and audience and how they shape meaning analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references reflects on their learning to develop and refine their thinking and approaches to learning | <ul style="list-style-type: none"> explains the relationship between context, purpose, and audience to convey meaning explains how literary conventions, language and stylistic features are used in different modes and mediums for different audiences researches independently, explaining information for a range of purposes, applying the principles of academic integrity explains arguments in a structured manner and selects relevant evidence, examples and/or textual references reflects on their learning and adjusts their approach to thinking and learning | <ul style="list-style-type: none"> describes context, purpose, and audience with some reference to how meaning describes how literary conventions, language and stylistic features are used for different audiences researches information and presents ideas in a familiar context, inconsistently applying the principles of academic integrity describes ideas with some evidence or examples and/or textual references reflects on their thinking with some adjustment to their learning | <ul style="list-style-type: none"> identifies context, purpose and audience and makes some reference to meaning identifies language or stylistic features with little or no reference to meaning and consideration of audience researches information in a familiar context and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques identifies straightforward ideas with little or no use of evidence or examples and/or textual references reflects on their thinking with little or no adjustment to their learning |
| Creating | <ul style="list-style-type: none"> communicates insightful ideas and complex concepts across a range of sustained texts for different purposes, contexts, and audiences manipulates stylistic features and conventions to craft work in different modes, mediums and genres for specific purposes and audiences in an innovative manner communicates fluently and expressively using precise expression and language conventions | <ul style="list-style-type: none"> communicates thoughtful ideas, concepts across a range of texts for different purposes, contexts, and audiences effectively selects stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences communicates fluently using accurate expression and language conventions | <ul style="list-style-type: none"> communicates ideas across a range of texts for different purposes, contexts, and audiences uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences communicates clearly using mainly accurate expression and language conventions | <ul style="list-style-type: none"> communicates ideas for different purposes with some consideration of contexts and audiences uses stylistic features for specific purposes and audiences with some consideration of conventions in different modes communicates using some accurate expression and some understanding of language conventions | <ul style="list-style-type: none"> communicates straightforward ideas for different purposes with little or no reference to context and audiences uses basic stylistic features in texts with little or no consideration of conventions in different modes communicates using some accurate expression |

Achievement Standards for English T 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> |
|-------------------|--|---|---|---|--|
| Responding | <ul style="list-style-type: none"> critically analyses the relationships between context, purpose, and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects critically analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences evaluates through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches widely and independently, synthesising and interpreting information and reconciling diverse viewpoints to construct an argument, applying the principles of academic integrity evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references reflects independently on their learning to extend and refine their thinking and approaches to learning | <ul style="list-style-type: none"> analyses the relationships between context, purpose, and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects analyses how literary conventions language and stylistic features are integrated in different modes and mediums to position audiences analyses through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches widely and independently, analysing and interpreting information and diverse viewpoints to construct an argument, applying the principles of academic integrity analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references reflects on their learning to develop and refine their thinking and approaches to learning | <ul style="list-style-type: none"> explains the relationships between context, purpose, and audience and how they shape meaning, convey attitudes and values, and achieve particular effects explains how literary conventions, language and stylistic features are used in different modes and mediums to position audiences explains through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches independently, explaining information and viewpoints to construct an argument, applying the principles of academic integrity explains arguments in a structured manner and selects relevant evidence, examples and/or textual references reflects on their learning in order to adjust their approach to thinking and learning | <ul style="list-style-type: none"> describes the relationships between context, purpose, and audience with reference to meaning, attitudes and values describes how literary conventions, language or stylistic features are used to position audiences describes how personal, social and/or cultural perspectives are represented in texts researches information and presents ideas to construct an argument, sometimes applying the principles of academic integrity including some accurate referencing describes ideas with some evidence or examples and/or textual references reflects on their thinking with some adjustment to their learning | <ul style="list-style-type: none"> identifies aspects of context, purpose and audience and makes some reference to meaning identifies language and stylistic features used and makes some reference to meaning identifies how personal, social and/or cultural perspectives are used in texts researches and relays information and attempting to apply the principles of academic integrity through an inconsistent and inaccurate referencing technique identifies straightforward ideas with little or no use of evidence or examples and/or textual references reflects on their thinking with little or no adjustment to their learning |
| Creating | <ul style="list-style-type: none"> communicates insightful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts, and audiences manipulates stylistic features and conventions to craft work in different modes, mediums and genres for specific purposes and audiences in an innovative manner communicates fluently and expressively using concise, precise, and nuanced language | <ul style="list-style-type: none"> communicates thoughtful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts, and audiences employs stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences in a creative manner communicates fluently using precise expression | <ul style="list-style-type: none"> communicates ideas and perspectives across a range of texts for different purposes, contexts, and audiences uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences communicates clearly using accurate expression | <ul style="list-style-type: none"> communicates perspectives in a range of texts for different purposes, contexts, and audiences uses stylistic features in different modes, mediums and genres for specific purposes and audiences communicates using mainly accurate expression | <ul style="list-style-type: none"> communicates fragmented perspectives for different purposes, contexts, and audiences use basic stylistic features for a purpose and audience communicates using some accurate expression |

Communication of Meaning**Value 1.0****Communication of Meaning a****Value 0.5****Communication of Meaning b****Value 0.5****Unit Description**

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

Specific Unit Goals

This unit should enable students to:

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

Content Descriptions

Investigate the relationships between language, context and meaning by:

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

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

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

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

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

Create a range of texts:

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

Reflect on their own and others' texts by:

- analysing textual evidence to assess the purpose and context of texts
- questioning responses to texts
- investigating the impact and uses of imaginative, interpretive, and persuasive texts

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 9-11.

Representations Through Texts

Value 1.0

Representations Through Texts a

Value 0.5

Representations Through Texts b

Value 0.5

Unit Description

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

Specific Unit Goals

This unit should enable students to:

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

Content Descriptions

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

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

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

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

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

- the impact of language and structural choices on shaping own and others' perspectives
- the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media
- the interplay between imaginative, persuasive, and interpretive techniques, for example, how anecdotes are used in speeches to amuse, inform, or influence, or the use of characterisation in advertising
- analysing changing responses to texts over time and in different cultural contexts

Create a range of texts:

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

Reflect on their own and others' texts by:

- analysing the values and attitudes expressed in texts
- evaluating the effectiveness of texts in representing ideas, attitudes and voices
- explaining how and why texts position readers and viewers

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 9-11.

Comparative Texts

Value 1.0

Comparative Texts a

Value 0.5

Comparative Texts b

Value 0.5

Unit Description

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

Specific Unit Goals

By the end of this unit, students:

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

Content Descriptions

Compare texts from similar or different genres and contexts by:

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

Compare and contrast distinctive features of genres by:

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

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

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

Create a range of texts:

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

Reflect on their own and others' texts by:

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

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 9-11.

Perspectives

Value 1.0

Perspectives a

Value 0.5

Perspectives b

Value 0.5

Unit Description

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

Specific Unit Goals

By the end of this unit, students:

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

Content Descriptions

Investigate and evaluate the relationships between texts and contexts by:

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

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

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

Evaluate how texts convey perspectives through:

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

Create a range of texts:

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

Reflect on their own and others' texts by:

- analysing and evaluating how different attitudes and perspectives underpin texts
- questioning the assumptions and values in texts
- identifying omissions, inclusions, emphases and marginalisations
- discussing and evaluating different readings of texts

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 9-11.

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

There are no prerequisites for this course.

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.

System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

Appendix B – Course Developers

| Name | College |
|-------------------|--------------------------|
| Kate Blattman | Hawker College |
| Louise Martingale | Merici College |
| Anni Medway | Narrabundah 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 |
| identify, summarise and plan | select | main points, words, ideas in text |
| | 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 – English Glossary

Aesthetic

A sense of beauty or an appreciation of artistic expression.

Appreciation

The act of discerning quality and value of literary texts.

Attitude

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

Audience

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

Author

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

Context

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

Convention

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

Digital texts

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

Figurative language

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

Form

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

Genre

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

Hybrid texts

Composite texts resulting from a mixing of elements from different sources or genres (for example, infotainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print.

Idiom

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

Language features

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

Language patterns

The arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example, the repeated use of verbs at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song). The patterns may alternate (for example, the call and response pattern of some games, or the to and fro of a dialogue). Other patterns may contrast (for example, opposing viewpoints in a discussion, or contrasting patterns of imagery in a poem). The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning.

Media texts

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

Medium

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

Metalinguage

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

Mode

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

Mood

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

Multimodal text

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

Narrative

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

Narrative point of view

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

Personification

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

Perspective

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

Point of view

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

Rhetoric

The language of argument, using persuasive and forceful language.

Rhetorical devices

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

Salience

A strategy of emphasis, highlighting what is important in a text. In images, salience is created through strategies like placement of an item in the foreground, size and contrast in tone or colour. In writing, salience can occur through placing what is important at the beginning or at the end of a sentence or paragraph or through devices such as underlining or italics.

Standard Australian English

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

Style

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

Stylistic choices

The selection of stylistic features to achieve a particular effect.

Stylistic features

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

Text structure

The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause, and effect). Choices in text structures and language features together define a text type and shape its meaning. Examples of text structures in literary texts include sonnets, monologues, and hypertext.

Theme

The main idea or message of a text.

Tone

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

Types of texts

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

Analytical texts

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

Imaginative texts

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

Interpretive texts

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

Persuasive texts

Texts whose primary purpose is to put forward a point of view and persuade a reader, viewer, or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.

Visual elements

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

Voice

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

Appendix G – English Elaborations

| Unit 1: Communication of Meaning Value: 1.0 | |
|--|---|
| Content descriptors | Elaborations |
| Investigate the relationships between language, context and meaning by: | |
| <ul style="list-style-type: none"> explaining how texts are created in and for different contexts | <ul style="list-style-type: none"> Consider such contexts as historical, cultural, social, personal, and political Examine the structure and language features of texts Explain how values shape texts Explain the impact of texts on different audiences Compare texts that explore themes in different times and places |
| <ul style="list-style-type: none"> analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example, personification, voice-over, flashback, salience | <ul style="list-style-type: none"> Identify appropriate language techniques related to purpose and context Investigate language in a variety of contexts. (For example, spoken and written language; idiomatic and formal language) Analyse how the historical, cultural, social, personal, and political contexts inform purpose and content Use appropriate terminology |
| <ul style="list-style-type: none"> evaluating the choice of mode and medium in shaping the response of audiences, including digital texts | <ul style="list-style-type: none"> Identify features of mode (variety of spoken and written language) and medium (resources used in the production of texts) Assess how an audience is affected differently by the use of written or spoken language Evaluate the impact and effectiveness of mode and medium on the audience. (For example, the language choices made in digital texts compared with conventional print media) |
| Examine similarities and differences between imaginative, persuasive, and interpretive texts including: | |
| <ul style="list-style-type: none"> explaining the ways language features, text structures and conventions communicate ideas and points of view | <ul style="list-style-type: none"> Compare and contrast conventions (accepted practice) in imaginative, persuasive, and interpretive texts (For example, authorial voice, punctuation, internal monologue, stage directions, table of contents, subheadings) and how they convey meaning Compare and contrast language features in imaginative, persuasive, and interpretive texts (For example, rhetorical devices, irony, anecdotes, figurative language, emotive language) and how they convey meaning Compare and contrast text structures in imaginative, persuasive, and interpretive texts (For example, linear, flashbacks, topic sentences, introductory and concluding paragraphs) and how they convey meaning |

| Unit 1: Communication of Meaning Value: 1.0 | |
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| Content descriptors | Elaborations |
| <ul style="list-style-type: none"> explaining the ways text structures, language features and stylistic choices are used in different types of texts | <ul style="list-style-type: none"> Identify stylistic choices across imaginative, persuasive, and interpretive texts (For example, narrative perspective, syntax, use of diction, cliché, voice) Compare and contrast how structure and language are used to shape stylistic choices across a range of texts |
| <ul style="list-style-type: none"> analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts | <ul style="list-style-type: none"> Compare and contrast how specific vocabulary, idiomatic language and rhetorical choices are used in imaginative, persuasive, and interpretive texts (For example, conversational and formal language, spoken and written language, creative and analytical forms) |
| <ul style="list-style-type: none"> evaluating the impact of description and imagery, including figurative language, and still and moving images in digital and multimodal texts | <ul style="list-style-type: none"> Identify the different ways in which impact can be achieved in a range of texts (For example, universal appeal, historical significance, artistic relevance, empathetic, insightful, challenges values and attitudes) Assess the effect of stylistic choices in visual and written texts Compare and contrast written and visual effects (For example, symbolism, motifs, figurative language) and evaluate their effectiveness |
| Analyse and evaluate how responses to texts, including students' own responses, are influenced by: | |
| <ul style="list-style-type: none"> purpose, taking into account that a text's purpose is often open to debate | <ul style="list-style-type: none"> Identify bias and authorial intent recognising different audiences will interpret texts in a different manner Analyse the underlying motives of the author Debate a range of justifiable interpretations of texts, including students' own responses |
| <ul style="list-style-type: none"> personal, social, and cultural context | <ul style="list-style-type: none"> Identify the factors that contribute to personal, social, and cultural contexts (For example, age, class, gender, ethnicity, religion, environment) Analyse how texts are influenced by personal, cultural, and social contexts Evaluate how personal values, attitudes and experiences influence responses and interpretation of texts |
| <ul style="list-style-type: none"> the use of imaginative, persuasive, and interpretive techniques | <ul style="list-style-type: none"> Evaluate how the form, structure, and language of a range of texts influence response, including students' own responses |

| Unit 1: Communication of Meaning Value: 1.0 | |
|--|---|
| Content descriptors | Elaborations |
| Create a range of texts: | |
| <ul style="list-style-type: none"> using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts | <ul style="list-style-type: none"> Deconstruct examples of a range of texts for different purposes and audiences, to identify relevant features (For example, feature and news articles, editorials, opinion pieces, short stories, and poetry) Create a range of texts using different forms for a variety of purposes and audiences (For example, play scripts, essays, short stories, and memoirs) Employ appropriate language choices (For example irony, sarcasm, hyperbole, rhetoric) to create effect |
| <ul style="list-style-type: none"> drawing on a range of technologies in, for example, research, communication, and representation of ideas | <ul style="list-style-type: none"> Apply technological skills to create oral, written, and multimodal texts |
| <ul style="list-style-type: none"> combining visual, spoken, and written elements where appropriate | <ul style="list-style-type: none"> Construct multimodal texts (For example, digital narratives, graphic novels, websites, and film) |
| <ul style="list-style-type: none"> using evidence-based argument | <ul style="list-style-type: none"> Justify arguments with supporting evidence (For example, quotations, statistics, and visual grammar) |
| <ul style="list-style-type: none"> using appropriate quotation and referencing protocols | <ul style="list-style-type: none"> Apply referencing conventions (For example, footnotes, bibliography, and in-text citation) |
| <ul style="list-style-type: none"> using strategies for planning, drafting, editing, and proofreading | <ul style="list-style-type: none"> Implement organisational and planning strategies to scaffold students' responses (For example, writing frames and digital tools such as Pinterest, Inspiration and Flipboard) |
| <ul style="list-style-type: none"> using accurate spelling, punctuation, syntax, and metalanguage | <ul style="list-style-type: none"> Employ revision and editing strategies and techniques such as reading out loud, peer editing and conferencing Use correct terminology when analysing texts |
| Reflect on their own and others' texts by: | |
| <ul style="list-style-type: none"> analysing textual evidence to assess the purpose and context of texts | <ul style="list-style-type: none"> Establish the intended purpose and context of texts Review creative and analytical choices through reference to specific techniques (For example quotations, paraphrasing and evidence from a source/range of sources) |
| <ul style="list-style-type: none"> questioning responses to texts | <ul style="list-style-type: none"> Debate different interpretations of texts (For example, considering film and book reviews, literary critiques, audience response, contemporary and historical contexts) |
| <ul style="list-style-type: none"> investigating the impact and uses of imaginative, interpretive, and persuasive texts | <ul style="list-style-type: none"> Explore and reflect on the purpose, and stylistic choices made in a range of texts, considering their effect on audiences |

| Unit 2: Representations through texts Value: 1.0 | |
|---|--|
| Content descriptors | Elaborations |
| Compare texts in a variety of contexts, mediums and modes by: | |
| <ul style="list-style-type: none"> explaining the relationship between purpose and context | <ul style="list-style-type: none"> Identify the context of a text (e.g. historical, cultural, social, personal, political) Explore how the context of the text shapes purpose (e.g. entertain, inform, and persuade) Examine the interplay between factors that have shaped the text and authorial intention |
| <ul style="list-style-type: none"> analysing the style and structure of texts including digital texts | <ul style="list-style-type: none"> Identify key features of style (e.g. symbolism, narrative voice, characterization, mise en scene) Identify the structural features of texts (e.g. flashbacks, internal monologue) Analyse the effectiveness of the choices made by authors/creators in selecting text features in a variety of mediums |
| <ul style="list-style-type: none"> evaluating similarities and differences between hybrid texts, for example, infotainment, product placement in movies, hypertext fiction | <ul style="list-style-type: none"> Identify elements of hybrid texts (Composite texts resulting from a mixing of elements from different sources or genres) Explore how elements are used across hybrid texts Compare and contrast the purpose and structure of different hybrid texts (for example examining non chronological structure in hypertext fiction) Assess how effectively elements have been used in the composition of a range of hybrid texts |
| Investigate the representation of ideas, attitudes and voices in texts including: | |
| <ul style="list-style-type: none"> analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences | <ul style="list-style-type: none"> Identify how language features, text structures and stylistic choices are used to influence audiences. Explore how language features, text structures and stylistic choices reflect ideas, attitudes, and voices in texts (for example examining authorial point of view or the distinctive attributes of a persona) Assess how language choices shape attitudes and position audiences |
| <ul style="list-style-type: none"> evaluating the effects of rhetorical devices, for example, emphasis, emotive language, and imagery in the construction of argument | <ul style="list-style-type: none"> Identify different rhetorical devices in the construction of an argument Examine the effect of rhetorical devices used in different texts when developing arguments Appraise and justify the use of rhetorical devices in a range of texts when developing arguments |
| <ul style="list-style-type: none"> analysing the effects of using multimodal and digital conventions such as navigation, sound, and image | <ul style="list-style-type: none"> Identify different multimodal and digital conventions and their application in the creation of texts (e.g. PowerPoint, Prezi, film, Webpage, audio files) Explain how different multimodal and digital conventions shape ideas, attitudes, and voices Examine which conventions are most suited for particular purposes and audiences |

| Unit 2: Representations through texts Value: 1.0 | |
|---|--|
| Content descriptors | Elaborations |
| <ul style="list-style-type: none"> analysing how attitude and mood are created, for example, through the use of humour in satire and parody | <ul style="list-style-type: none"> Identify stylistic features of texts to create stance / point of view or atmosphere / feeling (e.g. use of emotive language, imagery, hyperbole, repetition, irony, juxtaposition, diegetic and non-diegetic sound) Examine how stylistic features of texts are used to create attitude and mood in a range of texts Appraise the effectiveness of stylistic features of texts to create attitude and mood in a range of texts |
| Analyse and evaluate how and why responses to texts vary through | |
| <ul style="list-style-type: none"> the impact of language and structural choices on shaping own and others' perspectives | <ul style="list-style-type: none"> Identify distinctive language and structural choices that shape responses to texts Examine how language and structural choices have positioned the audience in a range of texts Assess the effectiveness of language and structural choices on the audience in a range of texts |
| <ul style="list-style-type: none"> the ways ideas, attitudes and voices are represented, for example, how events are reported differently in the media | <ul style="list-style-type: none"> Identify different perspectives of the same event, character, or issue Examine how and why different perspectives of the same event, character or issue are portrayed Assess how and why different perspectives of the same event, character or issue are portrayed to influence audience response |
| <ul style="list-style-type: none"> the interplay between imaginative, persuasive, and interpretive techniques, for example, how anecdotes are used in speeches to amuse, inform, or influence, or the use of characterisation in advertising | <ul style="list-style-type: none"> Understand the purpose of texts by recognising imaginative, persuasive, and interpretive elements Identify techniques that are used to amuse, influence, and inform Explore how techniques from different text types can be employed to create texts and manipulate audiences Assess how effectively techniques from different text types have been used to create texts and manipulate audiences |
| <ul style="list-style-type: none"> analysing changing responses to texts over time and in different cultural contexts | <ul style="list-style-type: none"> Identify differing reactions to texts over time and from different social environments Explore how different historical and cultural contexts can influence perspectives and responses to texts Compare and contrast responses to texts over time and from different social environments |
| Create a range of texts: | |
| <ul style="list-style-type: none"> using imaginative, interpretive, and persuasive elements for different purposes, contexts, and audiences | <ul style="list-style-type: none"> Identify purpose, context, and audience Use elements of imaginative texts (e.g. setting, perspective, characterization, imagery) Use elements of interpretative texts (e.g. perspective, voice, examples) Use elements of persuasive texts (e.g. rhetoric, metaphor, voices, tone) Create a range of texts for different purposes, audiences, and contexts |

| Unit 2: Representations through texts Value: 1.0 | |
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| Content descriptors | Elaborations |
| <ul style="list-style-type: none"> experimenting with text structures, language features and multimodal devices | <ul style="list-style-type: none"> Create a range of texts employing different text structures, language features and multimodal devices Evaluate the success of the texts created using different text structures, language features and multimodal devices |
| <ul style="list-style-type: none"> developing and sustaining voice, tone, and style | <ul style="list-style-type: none"> Create texts that show increasing control over voice, tone, and style |
| <ul style="list-style-type: none"> selecting and applying appropriate textual evidence to support arguments | <ul style="list-style-type: none"> Create texts that effectively use appropriate evidence to support argument |
| <ul style="list-style-type: none"> using strategies for planning, drafting, editing, and proofreading | <ul style="list-style-type: none"> Implement organisational and planning strategies to scaffold students' responses (For example, writing frames and digital tools such as Pinterest, Inspiration and Flipboard) |
| <ul style="list-style-type: none"> using accurate spelling, punctuation, syntax, and metalanguage | <ul style="list-style-type: none"> Employ revision and editing strategies and techniques such as reading out loud, peer editing and conferencing Use correct terminology when analysing texts |
| Reflect on their own and others' texts by: | |
| <ul style="list-style-type: none"> analysing the values and attitudes expressed in texts | <ul style="list-style-type: none"> Identify values and attitudes in their own and others' texts Consider how effectively values and attitudes are conveyed in their own and others' texts |
| <ul style="list-style-type: none"> evaluating the effectiveness of texts in representing ideas, attitudes, and voices | <ul style="list-style-type: none"> Identify ideas, attitudes, and voice in their own and others' texts Consider how effectively ideas, attitudes and voice are conveyed in their own and others' texts |
| <ul style="list-style-type: none"> explaining how and why texts position readers and viewers. | <ul style="list-style-type: none"> Identify how and why texts position readers and viewers in their own and others' texts Consider how effectively texts position readers and viewers in their own and others' texts |

| Unit 3: Comparative Texts | |
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| Content descriptors | Elaborations |
| Compare texts from similar or different genres and contexts by | |
| <ul style="list-style-type: none"> analysing language, structural and stylistic choices | <ul style="list-style-type: none"> Identify language, structure, and stylistic choices in texts Compare texts from similar genres and contexts Exploring the impact of context on language, structural and stylistic choices Analyse the impact of language, structural and stylistic choices |
| <ul style="list-style-type: none"> explaining how each text conforms to or challenges the conventions of particular genres or modes such as crime fiction, advertising, or short films | <ul style="list-style-type: none"> Identify conventions of particular genres or modes Compare the use of conventions or modes in different contexts Analyse the impact of texts that challenge the conventions of particular genres or modes |
| <ul style="list-style-type: none"> analysing and evaluating how similar themes, ideas or concepts are treated in different texts | <ul style="list-style-type: none"> Identify themes, ideas, or concepts in texts Compare how themes, ideas or concepts are treated in different texts Analyse the impact of genre and context on the treatment of themes, ideas, or concepts Evaluate the effectiveness of different texts within a genre |
| Compare and contrast distinctive features of genres by: | |
| <ul style="list-style-type: none"> analysing the techniques and conventions used in different genres, mediums, and modes | <ul style="list-style-type: none"> Identify techniques and conventions Compare techniques and conventions within a range of genres Analyse the impact of techniques and conventions in a range of genres, mediums, and modes |
| <ul style="list-style-type: none"> considering how the conventions of genres can be challenged, manipulated, or parodied | <ul style="list-style-type: none"> Compare how the conventions of genres are subverted for different purposes Analyse the impact of conventions of genres that are challenged, manipulated, or parodied |
| <ul style="list-style-type: none"> examining how genres and their conventions have changed and adapted over time | <ul style="list-style-type: none"> Identify examples of genres that have changed and adapted over time Examine how context has influenced features of genres over time |
| Analyse and evaluate how the conventions of texts influence responses including | |
| <ul style="list-style-type: none"> the ways language patterns can create shades of meaning | <ul style="list-style-type: none"> Identify languages patterns Analyse how meaning is shaped by language patterns Evaluate the impact of language patterns on an audience response |
| <ul style="list-style-type: none"> how expectations of genres have developed and the effect when those expectations are met or not met, extended, or subverted | <ul style="list-style-type: none"> Recognise the expectations of particular genres Analyse purpose and effect of conventions that deliberately deviate from audience expectations of the genre |

| Unit 3: Comparative Texts | |
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| Content descriptors | Elaborations |
| <ul style="list-style-type: none"> how responses to texts and genres may change over time and in different cultural contexts | <ul style="list-style-type: none"> Identify how responses to texts and genres have changed over time Analyse the impact of conventions of texts over time Examine how genres shape audience expectations over time Analyse how texts and genres reflect audience expectations in different cultural contexts Examine how audience expectations have been shaped by genres over time |
| Create a range of texts: | |
| <ul style="list-style-type: none"> transforming and adapting texts for different purposes, contexts, and audiences | <ul style="list-style-type: none"> Adapt conventions of text and genres for specific purposes, contexts, and audiences Appropriate conventions of texts and genres |
| <ul style="list-style-type: none"> making innovative and imaginative use of language features | <ul style="list-style-type: none"> Create texts using a range of language features Synthesise language features to create new texts |
| <ul style="list-style-type: none"> using and experimenting with text structures and language features related to specific genres for particular effects | <ul style="list-style-type: none"> Draw on text structures and language features of a genre for a specific purpose Manipulate text structures and language features for a particular effect |
| <ul style="list-style-type: none"> sustaining analysis and argument | <ul style="list-style-type: none"> Justify arguments with supporting evidence Select appropriate argument and evidence to support points of view Building a logical and coherent argument |
| <ul style="list-style-type: none"> using appropriate referencing, for example, footnotes, in-line citations and reference lists | <ul style="list-style-type: none"> Apply referencing conventions (For example, footnotes, in-line citations and reference lists) |
| <ul style="list-style-type: none"> using strategies for planning, drafting, editing, and proofreading | <ul style="list-style-type: none"> Implement organizational and planning strategies to scaffold students' responses (For example, writing frames and digital tools such as Pinterest, Inspiration and Flipboard) |
| <ul style="list-style-type: none"> using accurate spelling, punctuation, syntax, and metalanguage. | <ul style="list-style-type: none"> Employ revision and editing strategies and techniques such as reading out loud, peer editing and conferencing Use correct terminology when analysing texts |
| Reflect on their own and others' texts by | |
| <ul style="list-style-type: none"> analysing and evaluating how different texts represent similar ideas in different ways | <ul style="list-style-type: none"> Identify similar ideas, themes, or issues in different texts Explore how similar ideas, themes or issues in different texts are represented Analyse value and attitudes conveyed in each representation of ideas, themes, and issues Examine how attitudes and values have shaped the way in which the ideas, themes or issues are presented Evaluate the effectiveness and impact of each representation |

| Unit 3: Comparative Texts | |
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| Content descriptors | Elaborations |
| <ul style="list-style-type: none"> explaining how meaning changes when texts are transformed into a different genre or medium | <ul style="list-style-type: none"> Identify meaning in two texts exploring similar ideas, themes, or issues Examine how context shapes the meaning in each text Explore how medium shapes meaning in each text Analyse new perspectives that emerge when texts are transformed into a different genre or medium |
| <ul style="list-style-type: none"> comparing and evaluating the impact of language conventions used in a variety of texts and genres | <ul style="list-style-type: none"> Identify language conventions in a variety of texts and genres Analyse language conventions through comparing texts Evaluate the effect of language conventions on an audience |

| Unit 4: Perspectives | |
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| Content descriptors | Elaborations |
| Investigate and evaluate the relationships between texts and contexts by: | |
| <ul style="list-style-type: none"> undertaking close analysis of texts | <ul style="list-style-type: none"> identify the connection between texts and their contexts (such as historical, social, personal, cultural, political) consider how the context shapes the reading of the text analyse how language use demonstrates the relationship between text and context explore and assess how language and structural features further the understanding of the text within its context |
| <ul style="list-style-type: none"> examining how each text relates to a particular context or contexts | <ul style="list-style-type: none"> identify and explore the context in which the text was created explore and assess how the social, historical, and cultural conditions impact on the understanding of texts |
| <ul style="list-style-type: none"> comparing the contexts in which texts are created and received | <ul style="list-style-type: none"> investigate and analyse the similarities and differences between interpretations of texts in various contexts examine the significance of different interpretations (such as a feminist, post-colonial, Marxist) |
| Evaluate different perspectives, attitudes and values represented in texts by: | |
| <ul style="list-style-type: none"> analysing content, purpose, and choice of language | <ul style="list-style-type: none"> identify perspectives, attitudes, and values in texts examine how readers/ viewers are positioned by authors and their choices analyse how purpose shapes perspectives, attitudes, and values in texts analyse how language shapes perspectives, attitudes, and values in texts |
| <ul style="list-style-type: none"> analysing the use of voice and point of view such as in feature articles, reporting of current events or narration | <ul style="list-style-type: none"> identify the use of voice and point of view to convey perspectives, attitudes, and values examine and assess the use of voice and point of view in shaping audience response to perspectives, attitudes, and values |
| <ul style="list-style-type: none"> exploring other interpretations and aspects of context to develop a considered response | <ul style="list-style-type: none"> identify different interpretations of texts (such as a feminist, post-colonial, Marxist) examine context and how this shapes audience response to perspectives, attitudes, and values synthesise different interpretations and context to develop an informed response to literary and non-literary texts |

| Unit 4: Perspectives | |
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| Content descriptors | Elaborations |
| Evaluate how texts convey perspectives through: | |
| <ul style="list-style-type: none"> the selection of mode, medium, genre and type of text | <ul style="list-style-type: none"> identify and understand the features of mode, medium, genre and type of text in literary and non-literary texts identify how perspectives are conveyed through mode, medium, genre and type of text analyse and assess how the choice of mode, medium, genre and type of text forms perspectives |
| <ul style="list-style-type: none"> the ways points of view and values are represented | <ul style="list-style-type: none"> identify how points of view and values are expressed in a range of literary and non-literary texts analyse and assess the ways in which author and audience bias influence a text |
| <ul style="list-style-type: none"> the selection of language features that generate empathy or controversy, for example, juxtaposition of image and text | <ul style="list-style-type: none"> explore texts that generate empathy or controversy identify language features used to create an effect analyse and assess language features used to create empathetic or controversial perspectives in literary and non-literary texts |
| Create a range of texts: | |
| <ul style="list-style-type: none"> using appropriate language and stylistic features to sustain a personal voice and point of view | <ul style="list-style-type: none"> identify language and stylistic features appropriate to the task and audience use appropriate language and stylistic features to create a sustained point of view use appropriate textual features and structures to develop an individual style |
| <ul style="list-style-type: none"> using nuanced language | <ul style="list-style-type: none"> identify examples of nuanced language (subtle differences in meaning, feeling and tone) use nuanced language in texts for effect |
| <ul style="list-style-type: none"> synthesising ideas and opinions to develop complex argument | <ul style="list-style-type: none"> draw on a range of ideas and opinions to form conclusions/argument building a logical, coherent, and fully developed response synthesise ideas and opinions to create new texts |
| <ul style="list-style-type: none"> substantiating and justifying their own responses using textual evidence | <ul style="list-style-type: none"> justify responses with supporting evidence select appropriate evidence to support and justify own interpretation and/or point of view |
| <ul style="list-style-type: none"> using appropriate referencing, for example, footnotes, in-line citations and reference lists | <ul style="list-style-type: none"> apply referencing conventions (For example, footnotes, in-line citations and reference lists) |
| <ul style="list-style-type: none"> using strategies for planning, drafting, editing, and proofreading | <ul style="list-style-type: none"> implement organizational and planning strategies to scaffold student responses (For example, writing frames and digital tools such as Pinterest, inspiration, and Flipboard) |
| <ul style="list-style-type: none"> using accurate spelling, punctuation, syntax, and metalanguage. | <ul style="list-style-type: none"> employ revision and editing strategies and techniques such as reading out loud, peer editing and conferencing use correct terminology when analysing texts |

| Unit 4: Perspectives | |
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| Content descriptors | Elaborations |
| Reflect on their own and others' texts by | |
| <ul style="list-style-type: none"> analysing and evaluating how different attitudes and perspectives underpin texts | <ul style="list-style-type: none"> identify different attitudes and perspectives in a range of literary and non-literary texts examine how attitudes and perspectives shape texts including their own texts |
| <ul style="list-style-type: none"> questioning the assumptions and values in texts | <ul style="list-style-type: none"> identify the assumptions and values present in texts examine the impact of assumptions and values present in texts including their own texts |
| <ul style="list-style-type: none"> identifying omissions, inclusions, emphases and marginalisations | <ul style="list-style-type: none"> identify authorial choices in selecting information to be included in texts |
| <ul style="list-style-type: none"> discussing and evaluating different readings of texts | <ul style="list-style-type: none"> discuss and assess a range of literary perspectives on texts (For example, feminist, post-colonial, Marxist) |

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. 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.

| | |
|--------------------------|--------------|
| College: | |
| Course Title: | English |
| Classification/s: | T |
| Accredited from: | 2014 |
| Framework: | English 2020 |