



Westminster School

2021
YEAR 7 – 12
ENGLISH

Westminster School
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English – Compulsory subject

This is a full year subject.

STUDY DESCRIPTION

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

COURSE CONTENT

In Year 7, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts support and extend students in Years 7 as independent readers and are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

OUTCOMES

Students should demonstrate intellectual growth in the following key outcomes:

- An understanding of how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- How issues and ideas from a variety of sources should be analysed with supporting evidence.
- How the selection of a variety of language features can influence an audience. Students should draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.
- The ability to create structured and coherent texts for a range of purposes and audiences. Students should make presentations and contribute actively to class, and group discussions, using language features to engage the audience. Furthermore, when creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.



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ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment will take the form of continuous formative and summative assessment. Assessment design allows for a variety of assessment methods such as critical reading tasks, investigations, quizzes, empathetic tasks, reports, presentations (oral and multimedia), creative writing and research projects.

Students in particular create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.



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This subject is a full year subject.

STUDY DESCRIPTION

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. In this subject, the units will address the cross-curricular priority of Asia and Australia's engagement with Asia. The aims of this course are to consolidate the basic skills learnt in the junior years of schooling and to introduce and practise different forms of writing.

COURSE CONTENT

- *Language*

Students will be taught modern grammar, and will develop an understanding of the way grammar is used in texts to add depth and create meaning.

- *Reading and Viewing*

A variety of texts are read and viewed each semester. These include class novels, plays, and poems, and aspects of mass media, films and television. Independent and extension reading and viewing are also encouraged through regular library lessons and journal writing. Students will share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.

- *Writing*

Writing in different genres is developed and depth of response to texts is encouraged, as are word processing skills. Students are introduced to the principles of essay writing. Students will develop their knowledge of vocabulary, text structures and language features to understand the content of texts.

- *Speaking and Listening*

Students will develop their oral communication skills by presenting formal and informal talks to different audiences. Aural skills are also developed throughout the year.

OUTCOMES

- Students are encouraged to progress at a rate suited to the individual. Assessment ranges from formal testing to a suitable completion of set tasks. Opportunity is given for exposure to a wide range of texts and experiences.
- Students will be assessed by a variety of methods including:
 - text response
 - oral presentations
 - critical reading
 - text production (persuasive, descriptive, narrative, recount)



YEAR 8 - 2021

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topics, final examinations, written tests, orals, presentations (oral and multimedia), creative writing, and research projects.

By the end of Year 8, students should understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. In addition, students should explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Another area students will demonstrate proficiency is in their ability to interpret texts and question the reliability of sources of ideas and information. They will select evidence from texts to show how events, situations and people can be represented from different viewpoints. In developing this skill set, students should also listen for and identify different emphases in texts, and use that understanding to elaborate upon discussions.

A key feature of English at this year level is in understanding how the selection of language features can be used for particular purposes and effects. Students should explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students should explain how ideas might be expressed in new ways.

Over the course of the year, students will create texts for different purposes, selecting language to influence audience response. They will need to make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, it will be important to take into account intended purposes and the needs and interests of audiences. Importantly, students will increasingly demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.



ENGLISH – Compulsory subject

This is a full year subject.

STUDY DESCRIPTION

The English curriculum is built around the three interrelated strands of the Australian Curriculum: Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. In this subject the units will address the cross-curricular priority of Aboriginal and Torres Strait Islander histories and cultures. Students will consolidate their skills and continue to be introduced to a range of visual, oral and written texts and learn to respond using a variety of different genres. The teaching of grammar, spelling and punctuation will be a key focus throughout the course.

COURSE CONTENT

By the end of Year 9 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts. They infer meaning by interpreting and integrating ideas and information from different parts of texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships within different texts. Course aims are:

- to expose students to a wide selection of texts, both written and visual, which are relevant to and beyond their particular experience
- to expose students to a range of ideas, so as to challenge their understanding and develop their appreciation of different social, political, cultural and religious constructs
- to engage students in the production of a variety of text types
- to engage students in the critical reading of texts (written and visual)

OUTCOMES

Students will:

- develop their oral communication skills through public speaking and debating
- become discerning and accurate users of information technology
- become discerning and accurate users of language (drama, prose, poetry and film) content
- develop their critical analysis skills
- develop various writing genres including the analytical and discussion responses.

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topics, investigations, presentations (oral and multimedia), creative writing, and research projects.



YEAR 9 - 2021

By the end of Year 9, students should analyse the ways that text structures can be manipulated for effect. In addition, students should analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

Another area students will demonstrate proficiency is in their ability to evaluate and integrate ideas and information from texts to form their own interpretations. They will select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. In developing this skill set, students should listen for ways texts position an audience.

A key feature of English at this year level is in understanding how to use a variety of language features to create different levels of meaning. Students should understand how interpretations could vary by comparing their responses to texts to the responses of others. In creating texts, students should demonstrate how manipulating language features and images can create innovative texts.

Over the course of the year, students will create texts that respond to issues, interpreting and integrating ideas from other texts. They will make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. Importantly, students will increasingly edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.



ENGLISH – Compulsory subject

This subject is a full year subject.

STUDY DESCRIPTION

The English curriculum is built around the three interrelated strands of the Australian Curriculum: Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

The aim of this course is for students to begin to develop the ability to compare and contrast and critically analyse a range of visual and written texts in addition to understanding the function of language in society.

COURSE CONTENT

Students will engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic appreciation. In addition, texts will be studied that are designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The development of drafting and editing skills for clarity and accuracy, and the continued learning of grammar and punctuation will form the framework of this course. The skills required to write an analytical and discussion essay will be clearly scaffolded and a number of opportunities will be given for students to write throughout the year using these writing genres.

- A range of 'PG' and 'M' rated films will be viewed to continue the learning of visual literacy and the impact it has in our world
- An Independent Reading Portfolio will be a continual part of the assessment throughout the year
- The skills required for responding to texts critically will be a focus in this course
- Students will be able to make comparisons between texts and understand writing techniques and how and why certain texts are constructed
- There will be the exploration of different perspectives on complex issues through reading and viewing a wide range of texts including prose, drama and media

Other areas of study include:

- Poetry
- Drama
- Media
- Language development
- Speaking and Listening



YEAR 10 - 2021

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topics, investigations, written tests, orals, presentations (oral and multimedia), creative writing, and research projects.

By the end of Year 10, students should evaluate how text structures can be used in innovative ways by different authors. In addition, students should explain how the choice of language features, images and vocabulary contributes to the development of individual style.

Another area students will demonstrate proficiency is in their ability to develop and justify their own interpretations of texts. They will evaluate other interpretations, analysing the evidence used to support them. In developing this skill set, students should listen for ways features within texts can be manipulated to achieve particular effects.

A key feature of English at this year level is in understanding how the selection of language features can achieve precision and stylistic effect. Students should explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. In creating texts, students should develop their own style by experimenting with language features, stylistic devices, text structures and images.

Over the course of the year, students will create a wide range of texts to articulate complex ideas. They will make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. Importantly, students will increasingly demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.



ENGLISH AS AN ADDITIONAL LANGUAGE

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

English as an Additional Language is provided as a special measure for students who speak English as a second language or as an additional language or dialect, and whose knowledge of English is restricted. A student is eligible to enroll in English as a Second Language if they are a student for whom English is a second language or an additional language or a dialect, and who has had a total of either no more than 5 years of full-time schooling in which the medium of instruction was English. In addition, a student is eligible to enroll if they have had more than 5 years of full-time schooling in which the medium of instruction was English, but whose knowledge of English is restricted.

STUDY DESCRIPTION

Stage 1 EAL is a good foundation for Stage 2 English as an Additional Language at Year 12. Competency in this subject indicates an ability to study at a tertiary level in an English language environment, in either South Australia or interstate.

COURSE CONTENT

Stage 1 English as an Additional Language focusses on development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts. Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, a scene from a film. Students explore the relationship between these structure and features and the context, purpose, and audience of texts. Information, ideas, and opinions in texts are identified and interpreted. Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

Responding to Texts: Students read and view a variety of texts including literary, media, and everyday texts, such as novels, plays, poetry, short stories, biographies, films, documentaries, web texts, social networking sites, and the everyday texts of work, family, and community life. Whole texts or parts of texts may be studied. Written responses could include a narrative, an essay, a magazine or newspaper article, an online blog, a letter of appreciation, a review for a specific publication, etc. Oral responses could include a discussion on a reading, a podcast, a group play, or a class or group debate.

Interactive study: Students conduct an oral interview with one or more people about an issue or an aspect of cultural life. Students then present the results of their interview in a written report. Following this, students choose an idea, opinion, or perspective that arises in at least two texts. Students individually present and discuss with their teacher and/or a small group of students the idea, opinion, or perspective they have studied with reference to the texts.



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Language Study: For a language study, students identify and analyse aspects of language used in one or more texts (e.g. a newspaper, magazine, television extract, TED talk). Students may present their language study in written, oral, or multimodal form. Examples could include a written report or essay, tutorial, video, online collaboration (e.g. shared online blog, discussion board), etc.

LEARNING REQUIREMENTS

In this subject, students are expected to:

- Exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts
- Comprehend and interpret information, ideas, and opinions presented in texts
- Analyse personal, social, and cultural perspectives in texts Use a range of language strategies to convey ideas and opinions appropriate for a variety of purposes and contexts
- Understand and analyse how language features are used to communicate for different purposes
- Create oral, written, and multimodal texts using a range of language skills appropriate to purpose, audience, and context

ASSESSMENT

The assessment design criteria are communication, comprehension, analysis, and application

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Responding to Texts (Written and Oral) 40%
- Assessment Type 2: Interactive Study (Written and Oral) 30%
- Assessment Type 3: Language Study (Written and Oral) 30%



ENGLISH LITERARY STUDIES

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

An achievement of a 'B' grade or higher in English at Year 10 is required.

STUDY DESCRIPTION

This course is concerned with reading, viewing, writing, speaking, and listening; students will have the opportunity to develop skills in these areas. They will develop critical awareness of how authors and texts operate, to clarify their own beliefs and values, and to develop a sense of identity. Students will develop awareness of the power of language in its social context and gain an awareness of how it can be used to influence cultural views of the world as well as to gather and communicate information. They will evaluate different viewpoints and work collaboratively in the learning process. An important feature of this course involves students considering a range of critical interpretations of texts, which involves developing analytical responses to texts and challenging other interpretations.

COURSE CONTENT

- Students will create two pieces of writing in various forms, and two pieces of writing about texts
- An oral presentation will be assessed each semester
- A comparative text study will compare two texts, and allow students to broaden their understanding of the constructed nature of texts
- Visual texts, novels, short stories, plays, and the media will provide lively discussion and the study of relevant issues and themes
- Language, composition and close reading skills will be developed
- Students will work in groups as well as independently, and they will need to take increasing responsibility for their own learning

LEARNING REQUIREMENTS

At the end of the program in Stage 1 English Literary Studies students should be able to:

- Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- Identify ways in which ideas and perspectives are represented in texts
- Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- Create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
- Identify and analyse intertextual connections
- Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions



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ASSESSMENT

To complete the SACE requirements, students must present a folio of work that will record achievement in text production, text responses, oral presentations and a special independent critical literacy study.

- **Assessment Type 1: Responding to Texts** **40%**
Text Response: Essay and Oral
- **Assessment Type 2: Creating Texts** **20%**
Recount
Narrative
Orals
Exposition
- **Assessment Type 3: Intertextual Study** **40%**
Comparative Text Study

N.B. An end-of-semester exam is assessed and recorded within student reports.



ENGLISH

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

A satisfactory completion of English at Year 10.

STUDY DESCRIPTION

Year 11 English

The study of English provides students with a focus for informed and effective participation in education, training, the workplace, and their personal environment. In Stage 1 English, students read and view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. Stage 1 English caters for students with a range of learning styles and leads to Stage 2 English. The focus capabilities for this subject are critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding.

COURSE CONTENT

For 20 credit subjects, students are required to read and respond to texts as well as produce texts. The study of visual texts, novels, short stories, plays, and the media will provide lively discussion and the study of relevant issues and themes. Language, composition and close reading skills will be developed.

Students will work in groups as well as independently, and they will need to take increasing responsibility for their own learning.

Responding to texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to inspire and inform their own compositions.

Creating texts

Students provide evidence of the extent and quality of their learning by producing original texts in written, oral or multimodal form.

Intertextual Study

Students will analyse connections between texts to explore and evaluate similarities and differences. Additionally, they will examine how the texts are constructed to influence response.

LEARNING REQUIREMENTS

At the end of the program in Stage 1 English students should be able to:

- Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- Identify ways in which ideas and perspectives are represented in texts
- Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- Create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
- Identify and analyse intertextual connections
- Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions



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OUTCOMES

At the end of the program in Stage 1 English students should be able to:

- demonstrate clear and accurate language skills through writing, reading, viewing, listening and speaking
- critically analyse a range of written, visual, oral, electronic and multimedia texts across a range of genres and contexts
- articulate their values, beliefs, concerns and points of view and recognise how these are shaped
- compose texts in a range of modes and forms that are relevant to the context and achieve their purpose
- recognise and explore the social function and power of language

ASSESSMENT

To complete the SACE requirements, students must present a folio of work that will record achievement in the three assessment types.

- | | |
|---|------------|
| • Assessment Type 1: Responding to Texts
Text Response and Oral Task | 40% |
| • Assessment Type 2: Creating Texts
Narrative Writing and Recount | 40% |
| • Assessment Type 3: Intertextual Study
Semester 1: Two Connected Texts Studies | 20% |

N.B. There is no examination for this subject.



ESSENTIAL ENGLISH

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

Satisfactory pass in Year 10 English. Essential English will help students to compose various texts suitable for the workplace and tertiary environments. Entry into this course is by negotiation with the Curriculum Leader for English and the Director of Learning. This course is not a suitable route for students wishing to study university courses that require highly developed literacy skills. (N.B. This subject may limit your university aspirations at some interstate institutions).

STUDY DESCRIPTION

The study of Stage 1 Essential English can lead to Stage 2 Essential English.

Stage 1 Essential English allows students to achieve the literacy requirement in the SACE. Students who achieve a 'C' grade or higher in this subject, meet the compulsory 20 credit literacy requirement. This course is designed to meet the educational needs of those students not continuing with formal studies in English after Stage 1.

The study of Essential English involves exploring, responding to, and composing texts in, and for a range of, contexts, which may be personal, social, cultural, and/or vocational. Some texts may be familiar to the student and some may be unfamiliar.

Students will learn that language is both a vehicle of communication and a means by which social connection with other people is established. Students will come to realise that language has practical, civic, and creative purposes and is a key to social, economic, and cultural participation.

COURSE CONTENT

In this subject, students are expected to:

- demonstrate clear communication skills through reading, viewing, writing, listening, and speaking
- comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
- identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts
- express information, ideas, and perspectives using a range of textual
- create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts



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ASSESSMENT

Assessment at Stage 1 Essential English is school-based. Teachers will make decisions about the extent and quality of the evidence of student learning with reference to the performance standards. Students demonstrate evidence of their learning through the following assessment types:

- **Assessment Type 1: Responding to Texts**
- **Assessment Type 2: Creating Texts**

It is not possible to study English Literary Studies in Stage 2 if Essential English is studied at Stage 1. If a student wishes to study Stage 2 English after completing Stage 1 Essential English, this will be determined on an individual basis after discussion with the Director of Learning and the Curriculum Leader of English. Of course, Stage 1 Essential English articulates to Stage 2 Essential English.



ENGLISH AS AN ADDITIONAL LANGUAGE

ASSUMED PRIOR KNOWLEDGE

Stage 1 English as an Additional Language (EAL) at Year 11 is desirable, but not a prerequisite. Students who were granted eligibility for enrolment in Stage 1 EAL are automatically eligible for enrolment in Stage 2 English as an Additional Language and need not reapply.

EAL subjects are provided as a special measure for students who speak English as a second language or as an additional language or dialect, and whose knowledge of English is restricted. A student is eligible to enroll in EAL if they are a student for whom English is a second language or an additional language or a dialect, and who has had a total of either no more than 5 years of full-time schooling in which the medium of instruction was English; or more than 5 years of full-time schooling in which the medium of instruction was English, and whose knowledge of English is restricted.

STUDY DESCRIPTION AND COURSE CONTENT

Assessment Type 1: Academic Literacy Study (30%)

Students develop their academic literacy skills through creating written and oral academic texts and extending their communication skills and strategies. Students investigate a question or a topic and present their findings in an academic style by producing two tasks:

- a written report
- an oral interaction, such as a tutorial or discussion.

Written Report

The written report consists of the findings of the study.

The findings of the study should be a maximum of 1500 words. The written report must be structured with an introduction that indicates the question or topic. The body of the report should be organised under headings and subheadings. Elements such as an abstract, a sources analysis, an annotated bibliography, or an account of the research methodology may be included as part of the report, provided that they are within the word count. The conclusion should summarise the findings, evaluate information, and/or make recommendations. The report must include references to sources, using consistent referencing.

Oral Interaction

In the oral interaction, within a group context, students should:

- briefly present the findings of their study or an aspect of their study
- answer questions posed by other group members, and/or lead a group discussion, and/or contribute collaboratively to the group.

The oral interaction focuses on the spontaneous use of language within a prepared structure.

Students may use technology to aid the presentation of the oral interaction.

The oral interaction should be a maximum of 10 minutes.



Assessment Type 2: Responses to Texts (40%)

The responses to texts focus on developing comprehension skills and language and text analysis strategies.

Students complete four responses to a range of texts, at least one of which must be a literary text. At least one response must be presented in oral form and two must be in written form. These responses must include:

- a response to one or more texts with a focus on a theme or issue
- a creative response to a text or texts (e.g. a journal entry written by a character in the text; a narrative from a minor character's viewpoint; a speech by a character from the text; a role play)
- an analysis of a persuasive text or the emotive elements of a creative text (e.g. poem, short story, film trailer).

Students also complete a fourth, free-choice response. The responses should total a maximum of 3000 words or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words.

External Assessment

Assessment Type 3: Examination (30%)

Students complete a 2½-hour external examination that is divided into two sections:

- Section 1: Comprehending Multimodal Texts
- Section 2: Written Paper

Section 1: Comprehending Multimodal Texts

This section takes approximately 1 hour. It is divided into two parts (Part A is 20 minutes and Part B is 40 minutes in length). In both parts students respond to aural and/or visual texts.

Part A

The text for Part A is presented twice. Students may make notes during the presentation. Between the first and second presentations there is a pause during which students may write notes. After the second presentation students are given 10 minutes to complete their answers.

Part B

For Part B, students analyse one or more texts. The text(s) may have an aural component (e.g. excerpt from a radio broadcast, recording of an interview, aural advertisement) or an aural and visual component (e.g. film trailer, television interview, video recording of a lecture, YouTube). Students demonstrate an understanding of the text(s) and analyse how language is used, for example, to persuade an audience.

The text or texts for Part B are presented twice. Students may make notes during the presentation of the text(s). Between the first and second presentations there is a pause during which students may write notes. After the second presentation students are given time to complete their answers.

Section 2: Written Paper

Students are required to read and interpret related texts. Texts presented could contain information, opinions, and descriptions of experiences. The texts could also include information in the form of graphs, diagrams, or pictures.

Students use the information and opinions in the texts to produce an extended written response in the form of an essay, a persuasive piece, or a report.

This section takes approximately 1½ hours.



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OUTCOMES

In this subject, students are expected to:

- Know, understand, and reflect on the relationship between contexts and texts
- Demonstrate clear and accurate language skills, which reflect increasing complexity, when reading, viewing, listening, speaking, writing, and composing
- Locate, record, analyse, synthesise, and evaluate ideas, information, and opinions from a range of written, oral, visual, and multimedia texts
- Compose coherent and cohesive texts in a variety of text types for social, creative, and academic purposes
- Exchange opinions and convey information and experiences in a range of formal and informal situations for a variety of purposes and contexts.

ASSESSMENT

The assessment design criteria are: knowledge and understanding, analysis, application and communication.

School-based Assessment (70%)

- Assessment Type 1: Academic Literacy Study (30%)
- Assessment Type 2: Responses to Texts (40%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)



ENGLISH LITERARY STUDIES

ASSUMED PRIOR KNOWLEDGE

Achievement of an 'A' grade in Semester 2 of Stage 1 English.

STUDY DESCRIPTION

The aim of the Stage 2 English Literary Studies course is to develop in students the ability to deconstruct and critically analyse and respond to a variety of written and visual texts. Students will read with closer attention a range of texts of various genres. The focus will be on making connections and comparing texts that will allow students to examine how authors construct their texts to achieve their purposes.

COURSE CONTENT

The study of texts will be taught across three terms, interspersed with workshops on oral and written text production.

Assessment Type 1: Responding to Texts (50%)

For the text studies the teacher, in negotiation with the students, will choose the texts. Students produce up to five responses to their text studies; together, the responses comprise a maximum of 5000 words. One of these responses can be oral in form, where 6 minutes is equivalent to 1000 words. As a set, the responses must cover each of the following text studies:

- extended prose text
- film text
- drama text
- poetry texts

One text response must be a critical perspectives task, in which students consider one or more texts from two critical perspectives. The perspectives can either be from an identified lens (e.g. feminist or post-colonial perspective) or reflect the student's awareness of his or her own critical reading of the text or texts and the way in which that is informed by the perspectives of other readers, viewers, or critics.

Assessment Type 2: Creating Texts (20%)

Students create:

- one transformative text linked to another text, with a writer's statement (1500 words, or 9 minutes, or equivalent in multimodal form)
- one written, oral, or multimodal text (1000 words, or 6 minutes, or equivalent in multimodal form).

External Assessment

Assessment Type 3: Text Study (30%)

The external assessment is divided into two sections, Part A and Part B.



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Part A: Comparative Text Study (15%)

A comparative text study that compares one of the texts studied in the shared studies with another text individually chosen by the student, in a response of a maximum of 1500 words. This response is a critical essay, in which the two texts are discussed in relation to each other. Students frame their own question and develop their response during the year, and submit the completed response for external assessment.

Part B: Critical Reading (15%)

A critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. prose, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks).

The critical reading is a 90-minute examination developed by the SACE Board.

OUTCOMES

Students will:

- learn to write for a range of audiences choosing and adjusting form and language as necessary
- develop confidence and fluency in conversation through group discussions and formal oral presentations
- analyse a range of texts, demonstrating depth of understanding and engagement
- identify the structural, conventional and linguistic features used by authors in constructing texts
- learn to express ideas clearly and accurately in a range of appropriate forms and registers

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Responding to Texts	(50%)
• Assessment Type 2: Creating Texts	(20%)
External Component	30%
• Assessment Type 3:	
Part A: Comparative Text Study	(15%)
Part B: Critical Reading	(15%)

The external component of this subject is completed online.



ENGLISH

ASSUMED PRIOR KNOWLEDGE

A satisfactory completion of Stage 1 English.

STUDY DESCRIPTION

English gives students the opportunity to learn about the power of language in society. The course is concerned with the written and oral communication processes and will help students to extend their skills of expression and comprehension. The course criteria are set by the SACE Board.

COURSE CONTENT

English gives students the opportunity to learn about the power of language in society. This course extends language skills. The focus of the teaching program is communication in its various forms. Students will have the opportunity to examine print, visual, aural and electronic texts, and respond to them personally and critically. They will have the opportunity to evaluate texts for specific purposes and audiences and to determine how the socio-cultural context gives rise to form, language and voice, and to create their own texts. The teaching program will expose students to a broad range of communication forms and to develop their skills in analysis, commentary and construction of a range of texts. Strategies include group and class discussion.

Modeling will be conducted either by the teacher or through texts, group activities, negotiating of tasks and conferencing. These strategies, combined with options provided in some tasks, will allow students to meet the various criteria.

OUTCOMES

Students will:

- learn about the power of language in society
- extend their skills of expression and comprehension
- develop their skills in analysing texts
- construct texts for various purposes

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Responding to Texts	(30%)
• Assessment Type 2: Creating Texts	(40%)
External Assessment	30%
• Assessment Type 3: Comparative Analysis	(30%)



ESSENTIAL ENGLISH

ASSUMED PRIOR KNOWLEDGE

It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Essential English.

STUDY DESCRIPTION

Essential English is designed to develop students' use of spoken and written language. The content may be negotiated between teachers and students and there may be a focus on different contexts such as vocational, cultural, and/or social. Some of the texts studied will be familiar and some will be unfamiliar to the students.

COURSE CONTENT

Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

In addition, students create procedural, imaginative, interpretive, or persuasive texts appropriate to a context. Another key aspect is the focus on the use of language by people in a context outside of the classroom.

ASSESSMENT

School-based Assessment **70%**

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment **30%**

- Assessment Type 3: Language Study (30%)

Students undertake:

- three assessments for text analysis
- three assessments for creating texts
- one language study