The Australian
Curriculum

Subjects	Essential English
Units	Unit 1, Unit 2, Unit 3 and Unit 4
Curriculum version	Version 8.3
Dated	Friday, 16 December 2016

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

Table of Contents

The Australian Curriculum
Essential English

Essential English

Rationale and Aims

Rationale

Essential English focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in many contemporary contexts including everyday, community, social, further education, training and workplace contexts. *Essential English* is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The subject develops students' language, literacy and literary skills to enable students to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written and multimodal texts, including literary, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape different points of view and perspectives. Both independently and collaboratively, they apply their knowledge to create interpretive, imaginative, analytical and persuasive texts in different modes and mediums.

Aims

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.

In addition, *Essential English* aims to develop students':

- capacity to use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts
- understanding of the ways in which text structure, stylistic feature and register combine to make meaning and influence responses
- proficiency in using and creating multimodal, literary and digital texts.

Essential English

Organisation

Overview of the senior secondary Australian Curriculum

ACARA has developed senior secondary Australian Curriculum for English, Mathematics, Science and History according to a set of design specifications. The ACARA Board approved these specifications following consultation with state and territory curriculum, assessment and certification authorities.

The senior secondary Australian Curriculum specifies content and achievement standards for each senior secondary subject. Content refers to the knowledge, understanding and skills to be taught and learned within a given subject. Achievement standards refer to descriptions of the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

The senior secondary Australian Curriculum for each subject has been organised into four units. The last two units are cognitively more challenging than the first two units. Each unit is designed to be taught in about half a 'school year' of senior secondary studies (approximately 50–60 hours duration including assessment and examinations). However, the senior secondary units have also been designed so that they may be studied singly, in pairs (that is, year-long), or as four units over two years.

State and territory curriculum, assessment and certification authorities are responsible for the structure and organisation of their senior secondary courses and will determine how they will integrate the Australian Curriculum content and achievement standards into their courses. They will continue to be responsible for implementation of the senior secondary curriculum, including assessment, certification and the attendant quality assurance mechanisms. Each of these authorities acts in accordance with its respective legislation and the policy framework of its state government and Board. They will determine the assessment and certification specifications for their local courses that integrate the Australian Curriculum content and achievement standards and any additional information, guidelines and rules to satisfy local requirements including advice on entry and exit points and credit for completed study.

The senior secondary Australian Curriculum for each subject should not, therefore, be read as a course of study. Rather, it is presented as content and achievement standards for integration into state and territory courses.

Senior secondary English subjects

The senior secondary Australian Curriculum for English is presented in four subjects that share common features. These include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing and writing. Differences between the subjects lie in the emphasis on how knowledge and skills are developed and the contexts in which they are applied. Each of the four senior secondary Australian Curriculum subjects emphasises different aspects of the study of the English learning area.

In all subjects, teachers and students choose from a wide range of fiction and non-fiction (complete texts or extracts) in a range of forms and from a variety of contexts including earlier times, popular culture and different cultures.

- *English* is a study of literature, media and language in which students critically and creatively engage with a variety of texts in all language modes. *English* extends students' language, literature and literacy skills for a range of purposes and audiences and builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. Students engage in a detailed study of increasingly complex texts and language. They learn how to analyse different interpretations of texts and how to use language modes to achieve specific effects.

- *Essential English* is designed to develop students' literacy skills and for those who wish to undertake a practical English course. Students examine the purpose and language of a range of texts, expanding their ability to understand, evaluate and communicate effectively in and for a range of contexts. *Essential English* develops and refines students' language, literature and literacy skills which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts.

- *Literature* provides students with the opportunity to study literature at an intensive level and aims to engage students in the detailed study of literary texts. It builds on the knowledge and skills developed in the Foundation to Year 10 curriculum. *Literature* deepens students' understanding of conventions common to different types of composition, and refines their understanding of the effects of language through shared experience of texts and the creative process. Learning to appreciate literary texts, and to create their own, enriches students' understanding of human experiences and the capacity for language to communicate those experiences.

- *English as an Additional Language or Dialect (EAL/D)* is designed to develop students' knowledge, understanding and skills in Standard Australian English (SAE). Students studying this subject will benefit in all curriculum areas from explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of SAE. *EAL/D* provides a variety of language, literature and literacy experiences to accommodate the diverse range of starting points for students learning English as an additional language or dialect. *EAL/D* focuses on how language and texts can vary in structure and usage depending on cultural and social context, and how language can change according to audience and purpose. One of the key focuses of *EAL/D* is the development of students' oral language skills.

Structure of Essential English

Units

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret, and visualise ideas. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Students examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

Unit 3 focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The way in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed. This unit provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts. Emphasis is placed on articulating and constructing coherent, logical and sustained arguments and demonstrating an understanding of purpose, audience and context. When creating their own imaginative, analytical and interpretive texts, students are encouraged to consider their intended purpose, their representation of ideas and issues, and audience response.

Organisation of content

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

- Comprehension strategies
- Language and textual analysis
- Using information
- Creating texts.

Organisation of achievement standards

The achievement standards have been organised under two dimensions that underpin key aspects of responding to or creating texts. This structure applies to all subjects in senior secondary English.

| Dimension 1 | Responding to oral, written and multimodal texts |
| Dimension 2 | Creating oral, written and multimodal texts |

Senior secondary achievement standards have been written for each Australian Curriculum senior secondary subject. The achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following the completion of study of senior secondary Australian Curriculum content for a pair of units. They are broad statements of understanding and skills that are best read and understood in conjunction with the relevant unit content. They are structured to reflect key dimensions of the content of the relevant learning area. They will be eventually accompanied by illustrative and annotated samples of student work/ performance/ responses.

The achievement standards will be refined empirically through an analysis of samples of student work and responses to assessment tasks: they cannot be maintained a priori without reference to actual student performance. Inferences can be drawn about the quality of student learning on the basis of observable differences in the extent, complexity, sophistication and generality of the understanding and skills typically demonstrated by students in response to well-designed assessment activities and tasks.

In the short term, achievement standards will inform assessment processes used by curriculum, assessment and certifying authorities for course offerings based on senior secondary Australian Curriculum content.

ACARA has made reference to a common syntax (as a guide, not a rule) in constructing the achievement standards across the learning areas. The common syntax that has guided development is as follows:

- Given a specified context (as described in the curriculum content)
- With a defined level of consistency/accuracy (the assumption that each level describes what the student does well, competently, independently, consistently)

- Students perform a specified action (described through a verb)
- In relation to what is valued in the curriculum (specified as the object or subject)
- With a defined degree of sophistication, difficulty, complexity (described as an indication of quality)

Terms such as 'analyse' and 'describe' have been used to specify particular action but these can have everyday meanings that are quite general. ACARA has therefore associated these terms with specific meanings that are defined in the senior secondary achievement standards glossary and used precisely and consistently across subject areas.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated. Classroom contexts that address particular content descriptions will necessarily draw from more than one of these modes in order to support students' effective learning. To acknowledge these interrelationships, content descriptions incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Texts

Teachers will use an array of material in class. Texts include literary texts, fiction and non-fiction, media texts, everyday texts, and workplace texts, from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts.

Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Texts can be written, spoken, multimodal, and in print or digital/online.

Texts are structured for particular purposes, for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.

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

Sample text list

The following texts are examples of literary texts suitable for the study of *Essential English* and are intended to stimulate thinking about teaching resources in relation to the content of the curriculum. The following examples are not meant to be prescriptive.

Fiction

Curious Incident of the Dog in the Night-time by Mark Haddon (novel)

Manhattan Dreaming by Anita Heiss (novel)

3 Plays by Asian Australians edited by Don Batchelor

Tyger Tyger by Michael Hyde (novel)

The Story of Tom Brennan by J.C Burke (novel)

The Black Balloon directed by Elissa Down (film)

Requiem for a Beast by Matt Ottley (multimodal)

The Sacrifice by Bruce Mutard (graphic novel)

The Rabbits by John Marsden and Shaun Tan (picture book)

The Sapphires directed by Wayne Blair (film)

The Motorcycle Diaries directed by Walter Salles (film)

Red Dog directed by Kriv Stenders (film)

Poetry

Billy Collins (animated poetry)

Wilfred Owen

Australian Poetry Library: http://www.poetrylibrary.edu.au/

Oodgeroo Noonuccal

60 *Classic Australian Poems* edited by Geoff Page

Windchimes: Asia in Australian poetry edited by Rowe and Smith

Non-fiction

From Kinglake to Kabul by Neil Grant and David Williams (creative non-fiction)

One Crowded Hour: Neil Davis by Tim Bowden (biography)

Into Thin Air by Jon Krakauer (memoir; film directed by Robert Markowitz)

Dust Echoes: http://www.abc.net.au/dustechoes/

When We Were Kings directed by Leon Gast (documentary)

Making Multicultural Australia: http://www.multiculturalaustralia.edu.au

Riding the Black Cockatoo by John Danalis (creative non-fiction)

Paul Kelly – Stories of Me directed by Ian Darling (documentary)

Links to Foundation to Year 10

Each senior secondary English subject draws upon, develops and emphasises different knowledge, understandings, skills and processes related to the strands of Language, Literature and Literacy used in the Foundation to Year 10 curriculum. The emphasis differs according to the nature of each subject. While each senior secondary English subject places a different emphasis on the three strands, each subject is expected to advance skills in each of the strands. For example, in *Essential English*, although literary texts remain an important component of the subject, the primary focus is on the development and demonstration of literacy and language skills in everyday, social and community contexts.

Representation of General capabilities

General capabilities covered in *Essential English* include: *Literacy, Numeracy, Information and communication technology (ICT) capability, Critical and creative thinking, Personal and social capability, Ethical understanding and Intercultural understanding*

Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. Literacy skills are consolidated in *Essential English* through a focus on comprehending and creating written, spoken, visual and digital texts or a combination of these. Students develop their literacy skills and strategies by practising those communication skills required for further study, work, community life and active citizenship.

Numeracy

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

Information and communication technology (ICT) capability

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

Critical and creative thinking

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

Personal and social capability

Students develop personal and social capability in *Essential English* through collaborative work, and group and class discussions. The study of *Essential English* helps students to understand and more effectively manage themselves and their own learning. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts and social situations. *Essential English* actively assists students in the development of communication skills needed for conversation, research, presentations and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

Ethical understanding

Ethical understanding is explored in *Essential English* through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. Students examine and question values, attitudes, perspectives and assumptions presented in texts, comparing these with their own. They develop the skills of visualising and predicting the consequences of certain behaviours and engaging in the exploration of rights and responsibilities. They develop increasingly advanced communication, research, and presentation skills to express viewpoints by interacting with and interrogating a range of texts and social situations. They understand and apply ethical research practices, for example, acknowledging sources and avoiding plagiarism and collusion.

Intercultural understanding

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

Representation of Cross-curriculum priorities

The senior secondary English curriculum values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal and Torres Strait Islander Peoples and their contribution to Australian society. The illustrative text lists for each subject include a selection of Aboriginal and Torres Strait Islander literature.

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society and heritage. It is through the study of texts from Asia that a creative and forward-looking Australia can engage with our place in the region. Through story articulated in a range of mediums, students are provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and traditional and contemporary cultures. Texts relevant to this priority are included in the illustrative lists for each subject.

Each of the senior English subjects provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. In this context, teachers are encouraged to select texts and issues for discussion connected with sustainability. Through analysis of media articles, documentaries and digital texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

Essential English

Unit 1

Unit Description

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret and visualise ideas. They learn how to respond personally and logically to texts, by questioning, using inferential reasoning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. It emphasises the relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Learning Outcomes

By the end of this unit, students:

- comprehend information, ideas and language in texts selected from everyday contexts
- understand language choices and the likely or intended effect of these choices in a range of texts
- create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts.

Content Descriptions

Use strategies and skills for comprehending texts including:

- using structural and language features, for example, visual and aural cues to identify main ideas, supporting arguments and evidence (ACEEE001)

- predicting meaning using text structures and language features (ACEEE002)

- making personal connections with texts (ACEEE003)

- questioning texts to draw conclusions. (ACEEE004)

Consider the ways in which texts communicate ideas, attitudes and values including:

- how social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)

- the ways text structures and language features are used to influence audiences, for example, image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006)

- the use of narrative features, for example, point of view in film, fiction and video games. (ACEEE007)

Using information for specific purposes and contexts by:

- locating and extracting information and ideas from texts, for example, skim reading for general sense and scanning for key information (ACEEE008)

- understanding how texts are structured to organise information, for example, hyperlinks, chapter headings and indexes (ACEEE009)

- using strategies and tools for collecting and processing information, for example, graphic organisers and spreadsheets. (ACEEE010)

Create a range of texts:

- using appropriate language, content and mode for different purposes and audiences, for example, in everyday, social, community or workplace contexts (ACEEE011)

- using text structures and language features to communicate ideas and information in a range of mediums and digital technologies, for example, explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012)

- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE013)

- using strategies for planning, recording sources of information and proofreading. (ACEEE014)

Unit 2

Unit Description

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. By analysing text structures and language features and identifying the ideas, arguments and values expressed, students make inferences about the purposes and the intended audiences of texts. Students examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received. Students integrate relevant information and ideas from texts to develop their own interpretations. They learn to interact appropriately and persuasively with others in a range of contexts. Analytical and creative skills are developed by focusing on how language selection, imagery, type of text and mode can achieve specific effects. Knowledge and understanding of language and literacy skills are consolidated and demonstrated through the analysis and creation of a range of texts for different purposes, selected from real or imagined contexts.

Learning Outcomes

By the end of this unit, students:

- examine how the structure and language of texts varies in different modes, mediums and contexts
- understand reasons for language choices and their effects on audiences in a variety of texts and contexts
- create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts.

Content Descriptions

Use strategies and skills for comprehending texts including:

- interpreting structural and language features and aural and visual cues used in texts (ACEEE015)

- making inferences from content, text structures and language features (ACEEE016)

- summarising ideas and information presented in texts (ACEEE017)

- identifying similarities and differences between own response to texts and responses of others. (ACEEE018)

Consider the ways in which context, purpose and audience influence meaning including:

- the ways in which main ideas, values and supporting details are represented in social, community and workplace texts (ACEEE019)

- the effects of mediums, types of texts and text structures on audiences, for example, pop-ups on websites, flashbacks in films and intonation in speeches (ACEEE020)

- the use of language features such as tone, register and style to influence responses, for example, character monologues in film, fiction and video games. (ACEEE021)

Using information for specific purposes and contexts by:

- locating and selecting information from a range of sources (ACEEE022)

- identifying the relevance and usefulness of each source (ACEEE023)

- using different strategies for finding information such as taking notes to summarise and/or paraphrase information. (ACEEE024)

Create a range of texts:

- using persuasive, visual and literary techniques to engage audiences in a range of modes, mediums and contexts (ACEEE025)

- selecting text structures, language features and visual techniques to communicate and represent ideas and information (ACEEE026)

- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE027)

- using strategies for planning, drafting and proofreading, and appropriate referencing. (ACEEE028)

Essential English

Units 1 and 2 Achievement Standards

Responding to oral, written and multimodal texts

A	B	C	D	E
• analyses how medium, mode and text structure are integrated to achieve particular purposes and effects • evaluates how effectively details and examples are used to support main ideas in texts • analyses the effectiveness of language choices for different contexts, purposes and audiences • evaluates how effectively different ideas and information are presented in texts to persuade audiences	• analyses how medium, mode and text structure are used in texts to achieve particular purposes • analyses how details and examples are used to support the main ideas in texts • analyses how the context, purpose and audience of texts influence language choices • analyses how different ideas and information are presented in texts to persuade audiences	• explains the use of medium, mode and text structure in texts • distinguishes between and explains the main ideas and supporting details in texts • explains how the purpose and context of texts influence language use • explains how ideas and information are presented in texts	• describes elements of medium, mode and text structure in familiar texts • describes some main ideas and information in a text • identifies the purpose and context of texts and describes some elements of language use	• identifies some elements of medium, mode and text structure in familiar texts • identifies some ideas or information in a text • identifies the purpose and context of some texts

Creating oral, written and multimodal texts

A	B	C	D	E
• integrates text structures and language features skilfully for different contexts and purposes • presents ideas and opinions persuasively in different modes and types of texts • selects and synthesises relevant information from different sources • communicates ideas demonstrating fluency and consistent control of expression	• selects text structures and language features effectively for different contexts and purposes • presents ideas and opinions effectively in different modes and types of texts • selects and integrates relevant information from different sources • communicates ideas using clear and controlled expression	• uses text structures and language features appropriately for different contexts and purposes • presents ideas and opinions appropriately in different modes and types of texts • selects relevant information from different sources • communicates ideas demonstrating appropriate expression	• uses text structures and language features with some understanding of context and purpose • presents some ideas and opinions appropriately • selects some information from different sources • communicates ideas demonstrating some control of expression	• uses some text structures and language features with limited understanding of context and purpose • presents some ideas and opinions • locates some information in texts • communicates ideas demonstrating limited control of expression

Unit 3

Unit Description

Unit 3 focuses on exploring different points of view presented in a range of texts and contexts. Students analyse attitudes, text structures and language features to understand a text's meaning and purpose. They consider how perspectives and values are represented in texts to influence specific audiences. When responding to texts, students reflect on a range of interpretations as they develop their own interpretations. Students learn to articulate reasoned and persuasive arguments and to develop an understanding of purpose and context. When interacting with others, the emphasis is on identifying and understanding differing perspectives. Students learn how to communicate logically, persuasively and imaginatively in a range of different contexts, for different purposes, using a variety of types of texts.

Learning Outcomes

By the end of this unit, students:

- examine the ways that points of view are presented in texts for different purposes and contexts
- understand how language choices persuade specific audiences
- create oral, written and multimodal texts that convey a point of view.

Content Descriptions

Use strategies and skills for comprehending texts including:

- distinguishing different points of view about the main ideas in texts (ACEEE029)
- identifying facts, opinions, supporting evidence and bias (ACEEE030)
- understanding the way attitudes and values are represented (ACEEE031)
- explaining shifts in intonation and point of view, identifying the effect of language choices on an audience. (ACEEE032)

Consider how different perspectives and values are presented in texts including:

- the relationships between context, purpose, and audience, and the impact on meaning in social, community and workplace texts (ACEEE033)
- use of mediums, types of texts, text structures and language features; for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font-style in websites and use of questioning strategies and tone of voice in interviews (ACEEE034)
- the use of narrative techniques; for example, characterisation and dialogue in novels and film, avatars in multiplayer video games and first person narrator. (ACEEE035)

Using information for specific purposes and contexts by:

- gathering different points of view, for example, through interviews, surveys, questionnaires, library and/or internet resources (ACEEE036)
- categorising and integrating ideas and information about specific themes or ideas (ACEEE037)
- understanding ethical research practices. (ACEEE038)

Create a range of texts:

- using personal voice and adopting different points of view to influence audiences in a range of mediums and digital technologies (ACEEE039)
- selecting text structures, language features, and visual techniques to communicate and represent ideas and information for different contexts and purposes; for example, writing diary entries of real or imagined people, creating interactive websites, participating in workplace role plays and scripting fictional dialogues (ACEEE040)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE041)
- using strategies for planning, drafting, revising, editing and proofreading, and appropriate referencing. (ACEEE042)

Unit 4

Unit Description

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students develop independent points of view by synthesising information from a range of sources, and analysing how ideas, attitudes and values are represented. The way in which authors use evidence, persuasive techniques and language choices to influence and position audiences is analysed. This unit provides the opportunity for students to discuss and listen to differing perspectives, draw conclusions, negotiate, problem-solve, persuade, as well as engage audiences for a range of purposes and in different contexts. Emphasis is placed on articulating and constructing coherent, logical and sustained arguments and demonstrating an understanding of purpose, audience and context. When creating their own imaginative, analytical and interpretive texts, students are encouraged to consider their intended purpose, their representation of ideas and issues, and audience response.

Learning Outcomes

By the end of this unit, students:

- investigate the way language is used to represent issues and attitudes
- understand ways in which language is used to influence and engage different audiences
- create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes.

Content Descriptions

Use strategies and skills for comprehending texts including:

- analysing issues and ideas represented in a range of texts and explaining points of view and implications (ACEEE043)
- evaluating the evidence upon which different views are based (ACEEE044)
- explaining how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
- reflecting on the way ideas and information are presented in texts. (ACEEE046)

Consider how attitudes and assumptions are presented in texts including:

- the representation of community, local or global issues in social, community, workplace or literary texts (ACEEE047)
- the use of mediums, types of texts, text structures and language features; for example, subjective and objective reporting in feature articles and current affairs programs, appeals to reason and emotion in persuasive texts and juxtaposition of images in websites (ACEEE048)
- how some points of view are privileged while others are marginalised or silenced; for example, the unreliable narrator in fiction and film, the antagonists in drama and video games or the presentation of only one point of view in a news story. (ACEEE049)

Using information for specific purposes and contexts by:

- investigating and synthesising ideas and information from a range of source material (ACEEE050)
- determining the relevance of source material to the context and topic (ACEEE051)
- employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion. (ACEEE052)

Create a range of texts:

- expressing a logical point of view about an idea, issue or event in a range of mediums and digital technologies (ACEEE053)
- integrating text structures, language features and visual techniques to engage and persuade audiences; for example, creating a multimedia advertising campaign, presenting a PowerPoint report, writing and illustrating a picture book and recording a radio talkback program (ACEEE054)
- developing appropriate vocabulary and using accurate spelling, punctuation and grammar (ACEEE055)
- using an effective editing processes and appropriate referencing in the presentation of work. (ACEEE056)

Essential English

Units 3 and 4 Achievement Standards

Responding to oral, written and multimodal texts

A	B	C	D	E
• evaluates the effectiveness of text structures and language features used to achieve particular purposes and effects • critically analyses underlying attitudes and values reflected in a text and analyses the effect of the text • evaluates how effectively the purpose and point of view of texts combine to influence response • evaluates how effectively perspectives and ideas are represented in texts to engage and persuade an audience	• analyses how text structures and language features are used to achieve particular purposes and analyses their effects • analyses underlying attitudes and values reflected in a text and explains the effect of the text • analyses how the purpose and point of view of texts work together to influence response • analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience	• explains how text structures and language features are used for particular purposes and explains their effect • explains some attitudes and values reflected in a text and describes the effect of the text • explains how the purpose and point of view of texts influence response • explains how perspectives and ideas are represented in texts to engage or persuade an audience	• describes the use of text structures and language features • describes some attitudes and values reflected in a text • describes the purpose and point of view of texts • explains information and ideas in texts that engage an audience	• identifies some text structures and language features • identifies some attitudes or values in a text • identifies some aspects of purpose or point of view of texts • describes some information and ideas in texts

Creating oral, written and multimodal texts

A	B	C	D	E
• creates sustained and well-argued texts for different contexts, purposes and audiences • makes discerning selection of language features and text structures to influence and engage audiences in particular ways • constructs a compelling and sustained argument comprehensively supported by relevant evidence and examples • communicates ideas demonstrating fluency and sustained control of expression	• creates effective and coherent texts for different contexts, purposes and audiences • makes considered selection of language features and text structures effectively to influence and engage audiences • constructs a coherent and logical argument consistently supported by relevant evidence and examples • communicates ideas demonstrating clear and concise expression	• creates texts appropriate for different contexts, purposes and audiences • selects language features and text structures to influence and engage audiences • constructs an argument supported by relevant evidence and examples • communicates ideas demonstrating control of expression	• creates texts for some contexts, purposes and audiences • selects some language features and text structures to influence or engage audiences • constructs an argument supported by some evidence and examples • communicates ideas demonstrating some control of expression	• creates simple texts for a specified context, purpose or audience • selects some language features and text structures • constructs a limited argument • communicates ideas demonstrating limited control of expression

Essential English Glossary

Appreciation

The act of discerning quality and value of literary texts.

Attitude

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

Audience

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

Comprehension strategies

Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include:

- activating and using prior knowledge

- identifying literal information explicitly stated in the text

- making inferences based on information in the text and their own prior knowledge

- predicting likely future events in a text

- visualising by creating mental images of elements in a text

- summarising and organising information from a text

- integrating ideas and information in texts

- critically reflecting on content, structure, language and images used to construct meaning in a text.

Context

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

Conventions

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

Digital texts

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

Form

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

Grammar

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

Intonation

The rise and fall of one's voice when speaking; sometimes used for emphasis.

Language features

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

Language patterns

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

Media texts

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

Medium

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

Metalanguage

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

Mode

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

Multimodal text

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

Narrative

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

Narrative point of view

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

Perspective

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

Point of view

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

Register

The degree of formality or informality of language used for a particular purpose or in a particular social setting

Rhetorical devices

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

Scanning

When reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when readers first find a resource to determine whether it will answer their questions.

Standard Australian English

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

Style

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

Text structures

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

Theme

The main idea or message of a text.

Tone

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

Types of texts

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

Analytical texts

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

Imaginative texts

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

Interpretive texts

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

Persuasive texts

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

Glossary

Abstract

Abstract scenario: a scenario for which there is no concrete referent provided.

Account

Account for: provide reasons for (something).

Give an account of: report or describe an event or experience.

Taking into account: considering other information or aspects.

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.

Assess

Determine the value, significance or extent of (something).

Coherent

Orderly, logical, and internally consistent relation of parts.

Communicates

Conveys knowledge and/or understandings to others.

Compare

Estimate, measure or note how things are similar or dissimilar.

Complex

Consisting of multiple interconnected parts or factors.

Considered

Formed after careful thought.

Critically analyse

Examine the component parts of an issue or information, for example the premise of an argument and its plausibility, illogical reasoning or faulty conclusions

Critically evaluate

Evaluation of an issue or information that includes considering important factors and available evidence in making critical judgement that can be justified.

Deduce

Arrive at a conclusion by reasoning.

Demonstrate

Give a practical exhibition as an explanation.

Describe

Give an account of characteristics or features.

Design

Plan and evaluate the construction of a product or process.

Develop

In history: to construct, elaborate or expand.

In English: begin to build an opinion or idea.

Discuss

Talk or write about a topic, taking into account different issues and ideas.

Distinguish

Recognise point/s of difference.

Evaluate

Provide a detailed examination and substantiated judgement concerning the merit, significance or value of something.

In mathematics: calculate the value of a function at a particular value of its independent variables.

Explain

Provide additional information that demonstrates understanding of reasoning and/or application.

Familiar

Previously encountered in prior learning activities.

Identify

Establish or indicate who or what someone or something is.

Integrate

Combine elements.

Investigate

Plan, collect and interpret data/information and draw conclusions about.

Justify

Show how an argument or conclusion is right or reasonable.

Locate

Identify where something is found.

Manipulate

Adapt or change.

Non-routine

Non-routine problems: Problems solved using procedures not previously encountered in prior learning activities.

Reasonableness

Reasonableness of conclusions or judgements: the extent to which a conclusion or judgement is sound and makes sense

Reasoned

Reasoned argument/conclusion: one that is sound, well-grounded, considered and thought out.

Recognise

Be aware of or acknowledge.

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.

Responding

In English: When students listen to, read or view texts they interact with those texts to make meaning. Responding involves students identifying, selecting, describing, comprehending, imagining, interpreting, analysing and evaluating.

Routine problems

Routine problems: Problems solved using procedures encountered in prior learning activities.

Select

Choose in preference to another or others.

Sequence

Arrange in order.

Solve

Work out a correct solution to a problem.

Structured

Arranged in a given organised sequence.

In Mathematics: When students provide a structured solution, the solution follows an organised sequence provided by a third party.

Substantiate

Establish proof using evidence.

Succinct

Written briefly and clearly expressed.

Sustained

Consistency maintained throughout.

Synthesise

Combine elements (information/ideas/components) into a coherent whole.

Understand

Perceive what is meant, grasp an idea, and to be thoroughly familiar with.

Unfamiliar

Not previously encountered in prior learning activities.