OBJECTIVE A

Engage personally with texts

these shape responses

Respond to and compose texts

perspectives in different texts (ACELY1745)

(ACELA1560)

CONTENT

Engage personally with texts

Develop and apply contextual knowledge

convey ideas and points of view

Respond to and compose texts

and digital texts

technology

timelines and surveys

metaphor (ACELA1552)

CONTENT

authentic wavs

Engage personally with texts

(ACELA1557, ACELA1569)

effects (ACELA1567)

purposes (ACELA1556)

Respond to and compose texts

techniques and metalanguage

new and different contexts EN5-4B

Engage personally with texts

author's literary style (ACELT1636)

Respond to and compose texts

Develop and apply contextual knowledge

ideas for new purposes, audiences and contexts

new and different purposes, audiences and contexts

Understand and apply knowledge of language forms and features

explain the differences emerging as a result of such adaptations

patterns, representations, intertextuality and appropriations

examine and evaluate the cohesion of syntax and content in familiar and unfamiliar texts

texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637

CONTENT

Students

(ACELA1571)

course of action (ACELY1741, ACELY1751)

responding in digital media

serve specific purposes in texts (ACELY1742)

audiences and contexts, including the workplace

different interpretations and responses to a text (ACELT1642)

experienced may influence audience response (ACELT1641)

Understand and apply knowledge of language forms and features

combinations, technicality and abstraction (ACELA1570)

based on uncommon Greek and Latin roots (ACELA1573)

attempting to persuade an audience to a course of action

represent accents and styles of speech (ACELA1562)

visual texts to, for example, construct plot and create emotional response

analyse a range of texts that include the use of Aboriginal dialects and Aboriginal English

particular emotional responses (ACELT1643)

Develop and apply contextual knowledge

to evolve (ACELA1550, ACELA1563)

Students:

Develop and apply contextual knowledge

sustained imaginative, information and persuasive texts

Understand and apply knowledge of language forms and features

CONTENT

Students:

Through responding to and composing a wide range of texts and through the close study of

texts, students will develop knowledge, understanding and skills in order to: communicate

through speaking, listening, reading, writing, viewing and representing

OUTCOME 1: A student responds to and composes increasingly sophisticated and sustained texts for

appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of

analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning

identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)

knowledge to create purposeful texts that inform, persuade and engage (ACELY1740, ACELY1750)

purposes that reflect upon challenging and complex issues (ACELY1746, ACELY1756)

responding to and composing texts in different media and technologies EN5-2A

range of responses, including empathy, sympathy, antipathy and indifference

Understand and apply knowledge of language forms and features

or visual features to achieve particular purposes and effects (ACELY1747, ACELY1757)

embedded perspectives, and evaluating supporting evidence (ACELY1744, ACELY1754)

understand conventions for citing others, and how to reference these in different ways (ACELA1568)

value engagement in the creative process of composing texts

weaknesses and consolidating and broadening their preferences as composers and responders

analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning

evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)

identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this

explore and explain the combinations of language and visual choices that authors make to present information, opinions and

present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)

consider how aspects of texts, including characterisation, setting, situations, issues, ideas, tone and point of view, can evoke a

interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to

understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)

apply word processing functions, as well as web authoring programs, to compose and format texts for different purposes

use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual,

multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the

use comprehension strategies to compare and contrast information within and between texts, identifying and analysing

identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape

investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and

plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a

Through responding to and composing a wide range of texts and through the close study of

texts, students will develop knowledge, understanding and skills in order to: use language to

shape and make meaning according to purpose, audience and context

use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish

OUTCOME 3: A student selects and uses language forms, features and structures of texts appropriate to a

analyse and explain how text structures, language features and visual features of texts and the context in which texts are

analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts

analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause

understand how paragraphs and images can be arranged for different purposes purpose, audiences, perspectives and stylistic

understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those

refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences

understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to

understand how punctuation is used along with layout and font variations in constructing texts for different audiences and

create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language,

compose and respond to a wide range of visual texts, e.g. picture books, graphic novels and films, using a range of appropriate

use voice effects, e.g. tone, volume, pitch, pauses and change of pace, for specific effects such as arguing a point of view or

appreciate and value the ways language concepts, ideas and information can be shaped and transformed for new and different

· apply existing knowledge, skills and understanding about language to access and express increasingly complex information and

experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of

investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in

creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts and

use prediction, speculation, hypothesis and paraphrasing as strategies for accessing complex types of texts with unfamiliar ideas

creatively transform a range of different types of texts, including their own, into new imaginative texts, experimenting with

using the internet to communicate socially or professionally, watching a documentary to gain knowledge and/or pleasure

stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)

locate, select, synthesise and creatively use information, ideas and arguments from texts to compose new texts

analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual

auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)

varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)

and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)

range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-3B

apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)

texts, considering the identified purpose and the characteristics of the user (ACELY1748, ACELY1776)

evaluate the ways film, websites and other multimedia texts use technology for different purposes, audiences and contexts to

analyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding,

understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-1A

OUTCOME 1: A student responds to and composes texts for understanding, interpretation, critical analysis,

CONTENT Students:

- **Engage personally with texts** recognise, reflect on, interpret and explain the connections between their own experiences and the world in texts
- consider and analyse the ways their own experience affects their responses to texts explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate
- information, ideas, feelings and viewpoints

experiment with language forms and features to compose texts for pleasure and enjoyment Develop and apply contextual knowledge

interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives

Understand and apply knowledge of language forms and features

- apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733) CONTENT recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)
- analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium
- and mode of communication (ACELA1543) understand and explain how the text structures and language features of texts become more complex in informative
- and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors
- use increasingly sophisticated verbal, aural, visual and/or written techniques, e.g. imagery, figures of speech, selective choice of vocabulary, rhythm, sound effects, colour and design, to compose imaginative texts for pleasure
- recognise when information is presented objectively and subjectively by examining the language of opinion, including modality, bias, personal pronouns and other semantic cues
- identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose drama or visual texts (ACELT1630)

Respond to and compose texts

- respond to and compose imaginative, informative and persuasive texts for different audiences, purposes and contexts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on ne viewer/listener (ACELY1735)
- identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719) compare the ways that language and images are used to create character, and to influence emotions and opinions in different
- types of texts (ACFLT1621) recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes
- and appeal of different approaches (ACELT1622) understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the
- text and other sources (ACELA1782) understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)

OUTCOME 2: A student effectively uses a widening range of processes, skills, strategies and knowledge f responding to and composing texts in different media and technologies EN4-2A

CONTENT

Students:

- **Engage personally with texts** discuss and explain the processes of responding and composing, identifying the personal satisfaction and difficulties
- recognise the different processes required for responding and composing in a range of forms and media
- reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)
- Develop and apply contextual knowledge analyse and explain how language has evolved over time and how technology and the media have influenced language use and

forms of communication (ACELA1528, ACELY1729)

recognise and practise responsible and ethical digital communication Understand and apply knowledge of language forms and features

- consider and apply a range of strategies to improve their texts, including editing by rereading and peer editing, checking
- accuracy of paragraphing, grammar, spelling and punctuation, and considering relevance for purpose, audience and context edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact
- use processes of representation, including the creative use of symbols, images, icons, clichés, stereotypes, connotations, and particular aural, visual and/or digital techniques understand and use bibliographies, citations (including web citations) to acknowledge sources and avoid plagiarism
- understand and use the terminology associated with responding to and composing digital texts use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1728,

- Respond to and compose texts use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources including finding evidence in the text for the author's point of view (ACELY1723, ACELY1734)
- analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765) use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)
- use a widening range of processes of composing and publishing sustained texts, including planning, drafting, rehearsing and
- use a range of effective strategies for organising information, ideas and arguments, e.g. clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps
- use collaborative processes, e.g. playbuilding, performances and digital compositions to construct texts
- consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods

OBJECTIVE B

OUTCOME 3: A student uses and describes language forms, features and structures of texts appropriate to

Through responding to and composing a wide range of texts and through the close study of

shape and make meaning according to purpose, audience and context

texts, students will develop knowledge, understanding and skills in order to: use language to

a range of purposes, audiences and contexts EN4-3B CONTENT

Students:

- Engage personally with texts engage with the language and structures of texts in meaningful, contextualised and authentic ways
- identify, discuss and reflect on the ideas and information in a range of texts develop a sense of personal style and taste in composition and response

Develop and apply contextual knowledge

- describe and analyse the purpose, audience and context of texts use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting
- vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1804,
- explore texts that include both Standard Australian English and elements of other languages, including Aboriginal English recognise and use appropriate metalanguage in discussing a range of language forms, features and structures
- analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within t structure of a noun/group/phrase or clause (ACELA1534, ACELA1545)
- understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)
- understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)
- identify Standard Australian English, its variations and different levels of usage across a range of different types of texts to enhance own writing
- understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of

metaphor, irony and parody (ACELA1542) Inderstand and apply knowledge of language forms and features

- understand the ways etymology can clarify choice of vocabulary interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short
- stories, literary essays and plays (ACELT1767) investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description
- and generalisation in building specialised knowledge through language (ACELA1537) understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns
- understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and
- text connectives (ACELA1809)
- understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example
- overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts
- understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)
- understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts
- (ACELA1532, ACELA1544)
- understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539) Respond to and compose texts

analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1721, ACELY1732)

OUTCOME 4: A student: makes effective language choices to creatively shape meaning with accuracy,

CONTENT

Engage personally with texts

- recognise and appreciate the ways a wide range of texts communicate by using effective language choices
- explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning
- understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)

Inderstand and apply knowledge of language forms and features

- combine visual and digital elements to create layers of meaning for serious, playful and humorous purposes
- choices to create new texts (ACFLT1768, ACFLT1805) experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own
- texts (ACELY1810)
- analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance
- (ACELA1764)

create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

- plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language visual, and audio features to convey information and ideas (ACELY1725) plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflec
- a diversity of viewpoints (ACELY1720, ACELY1731) create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632) · creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of differen
- purposes and audiences respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that are imaginative, creative, interpretive and critical

OUTCOME 5: A student thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-5C

Students:

- Engage personally with texts describe and explain qualities of language in their own and others' texts that contribute to the enjoyment that can be
- experienced in responding to and composing texts engage in wide reading of self-selected texts for enjoyment and share responses individually, in pairs and/or in small groups in a variety of relevant contexts, including digital and face-to-face contexts
- share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627) Develop and apply contextual knowledge
- explore the ways individual interpretations of texts are influenced by students' own knowledge, values and cultural assumptions • critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective

Understand and apply knowledge of language forms and features investigate and understand the ways web and digital technologies influence language use and shape meaning

- understand and use conventions of storytelling in a range of modes and media, e.g. digital storytelling
- use imaginative texts as models to replicate or subvert textual conventions to create new texts Respond to and compose texts
- express considered points of view and arguments on areas such as sustainability and the environment accurately and coherent in speech or writing with confidence and fluency compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing

compose texts using alternative, creative and imaginative ways of expressing ideas, recognising, valuing and celebrating

and reading pathway critically analyse the ways experience, knowledge, values and perspectives can be represented through characters, situations and concerns in texts and how these affect responses to texts discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803

OUTCOME 6: A student identifies and explains connections between and among texts EN4-6C

CONTENT

originality and inventiveness

Students: Engage personally with texts

- recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciate of aesthetic qualities (ACELT1629) Develop and apply contextual knowledge
- explain the similarities and differences in meaning and language between texts created for different purposes or audiences • investigate and explain appropriations into English from a range of other cultures and times
- Understand and apply knowledge of language forms and features • compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACFLY1724)
- categorise texts by content, composer and genre considering language forms, features and structures of texts understand and explain the ways in which use of detail, perspective and choice of vocabulary connect texts · investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning

Respond to and compose texts

- create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) identify and explain the links between the ideas, information, perspectives and points of view presented in a range of different
- identify, compare and describe the connection between texts with similar subject matter, such as a book and its film adaptation compose texts that make creative connections with, adapt or transform other texts, such as the preparation of promotional
- material for a film or book or a narration for a documentary use an increasingly wide range of strategies to present information, opinions and perspectives across a range of different types of texts

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: express emselves and their relationships with others and their world

OUTCOME 7: A student demonstrates understanding of how texts can express aspects of their broadening

CONTENT

Students:

Students:

Engage personally with texts

Engage personally with texts

- explore and analyse the ways in which personal experiences and perspectives shape their responses to texts draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts Develop and apply contextual knowledge
- compare and contrast texts that present alternative views of their own world explain and justify personal empathy, sympathy and antipathy towards characters, situations and concerns depicted in texts
- Inderstand and apply knowledge of language forms and features analyse the ways that language features such as modality are used to represent individual, shared or disparate views of the world • analyse how combinations of words, sound and images can create particular perspectives of the same event or issue such as environmental sustainability
- analyse and understand the ways techniques of representation in multimodal texts are used to present alternative views of the world, people, places and events Respond to and compose texts
- respond to and compose sustained texts in an increasingly wide range of forms that reflect their broadening world and their relationships within it

explore the ways 'story' shapes their experience of and responses to a range of texts. including film and multimedia OUTCOME 8: A student identifies, considers and appreciates cultural expression in texts EN4-8D

CONTENT

- · consider the ways culture and personal experience position readers and viewers and influence responses to and composition of · explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1619, ACELT1626)
- Develop and apply contextual knowledge · identify and explain cultural expressions in texts, including those about gender, ethnicity, religion, youth, age, sexuality, disability
- investigate texts about cultural experiences from different sources, e.g. texts from Asia and texts by Asian Australians, and explore different viewpoints explore the ways recurring stories, e.g. legends and fairy stories, have been written and rewritten for different contexts and media Understand and apply knowledge of language forms and features
- understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1529, ACELA1541) understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)
- Respond to and compose texts respond to and compose texts in a range of different modes and media, recognising and appreciating cultural factors, including cultural background and perspectives
- recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807) explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and
- Torres Strait Islander authors (ACELT1806) explore and appreciate the ways different cultural stories, icons, Aboriginal images and significant Australians are depicted in texts
- Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English

OUTCOME 9: A student uses, reflects on and assesses their individual and collaborative skills for learning

CONTENT

Engage personally with texts articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning

- Understand and apply contextual knowledge • understand and value the differences between their own and others' ways of learning in English understand the demands of a task and the outcomes and criteria for planned assessmen.
- Understand and apply knowledge of language forms and features • develop and use vocabulary for describing, analysing and reflecting on their learning experiences

Respond to and compose texts discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced · use and reflect on metacognitive processes used for planning, including brainstorming, mind mapping, storyboarding, role-play

- identify, plan and prioritise stages of tasks, making use of organisational strategies, e.g. drawing up a schedule, monitoring progress and meeting deadlines reflect on and assess their own and others' learning against specific criteria, using reflection strategies, e.g. learning logs, blogs
- and discussions with teachers and peers · understand the roles and responsibilities of individuals in groups, performing an allocated role responsibly in a group and assessing the success of individual and collaborative processes

STAGE 5

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: think in ways that

are imaginative, creative, interpretive and critical OUTCOME 5: A student thinks imaginatively, creatively, interpretively and critically about information

and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts EN5-5C CONTENT

Students:

- Engage personally with texts pinyestigate the ways different modes, subject areas, media and cultural representation affect their personal and critical responses
- engage in wide reading of self-selected imaginative, factual and critical texts for enjoyment and analysis and share responses in a variety of relevant contexts, including digital and face-to-face contexts
- create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814) • reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1634, ACELT1640)
- Develop and apply contextual knowledge compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural,
- explore real and imagined (including virtual) worlds through close and wide reading and viewing of increasingly demanding texts social, technological and workplace contexts
- critically respond to texts by drawing on knowledge of the historical context in which texts were composed through a program of investigate and experiment with the ways irony, sarcasm and ridicule can be used to expose, denounce and deride, and how wide reading and viewing
 - understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1551, ACELA1564)
 - Understand and apply knowledge of language forms and features
 - understand and use the language of argument, eg the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses
 - understand the ways generalisations, clichés, rhetorical devices, appeals to authority and appeals to popularity and public
 - opinion shape meaning and responses
 - critically evaluate the ways bias, stereotypes, perspectives and ideologies are constructed in texts explain the ways the language of argument and persuasion can be adapted for different contexts
- · create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive investigate the ways web and digital technologies use and manipulate visual images, hyperlinks, sound and the written word to respond to and compose texts that use inference and figurative language, e.g. symbolism and allusion, in complex and subtle ways
- OUTCOME 2: A student effectively uses a widening range of processes, skills, strategies and knowledge for Respond to and compose texts respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity
 - formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as understand and analyse differences between opinions and reasoned arguments, differences in shades of opinion and
- inconsistencies evaluate their own processes of composition and response and reflect on ways of developing their strengths, addressing their evaluate the ways inference, point of view, figurative language and alternative readings can be used creatively as strategies for responding to and composing spoken, written, visual, multimodal and digital texts beyond the literal level
 - pose increasingly perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information as presented by others and in texts understand and explain the ways in which composers transform ideas and experience into and within texts, including

OUTCOME 6: A student investigates the relationships between and among texts EN5-6C

CONTENT understand the nature, scope and ethical use of digital technologies and apply this knowledge in their own composing and Students:

Engage personally with texts explain and justify responses to texts and widening personal preferences within and among texts review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/

iconography, value systems and techniques

consideration of their insight, imaginative powers and ingenuity

and to build semantic associations between ideas (ACELA1770)

- explore and appreciate the similarities and differences between and among more demanding texts Develop and apply contextual knowledge · investigate, hypothesise and explain the ways a concept may be reinterpreted over time through different texts and media
- research and explore the texts of specific composers, e.g. a novelist, poet, filmmaker or dramatist, considering themes, language techniques and similarities and differences in their works understand and apply a wide range of reading strategies to enhance comprehension and learning for a range of print, multimoda Understand and apply knowledge of language forms and features

investigate and describe the recurring features of particular genres, e.g. westerns or science fiction, focusing on their storylines,

- study and evaluate variations within conventions of particular genres and how these variations reflect a text's purpose • compare the purpose, text structures and language features of traditional and contemporary texts in different media (ACELA1566) compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections
- interpret and evaluate the effectiveness of information and ideas conveyed in diagrammatic representation, e.g. charts, graphs analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1772, ACELT1774) e select a range of digital and multimedia texts and investigate the ways content, form and ideas of texts can be connected

use appropriate metalanguage to identify, describe and explain relationships between and among texts

Respond to and compose texts • create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644, ACELT1773) research, analyse and explain the treatment of a common theme or idea in a range of texts in different modes and media

choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between

hrough responding to and composing a wide range of texts and through the close study OBJECTIVE D of texts, students will develop knowledge, understanding and skills in order to: express

themselves and their relationships with others and their world OUTCOME 7: A student understands and evaluates the diverse ways texts can represent personal and

Engage personally with texts explore and reflect on their own values in relation to the values expressed and explored in texts

- reflect on personal experience and broadening views of the world by responding to the ideas and arguments of others with increasingly complex ideas and arguments of their own • engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and Develop and apply contextual knowledge evaluate the ways personal perspective and language choices affect meaning and can be shaped by social, cultural and
- historical influences understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke
 - communication (ACELA1565) explore and reflect on personal understanding of the world and significant human experience gained from interpreting various
 - representations of life matters in texts (ACELT1635) evaluate the social, moral and ethical positions represented in texts (ACELT1812)
- Understand and apply knowledge of language forms and features understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues • analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social
- Respond to and compose texts evaluate techniques (e.g. contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and • explore and analyse ethical positions on a current issue, including the values and/or principles involved, in digital communication understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)

respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure

OUTCOME 8: A student questions, challenges and evaluates cultural assumptions in texts and their effects

sustainability

CONTENT

CONTENT

Engage personally with texts

- Engage personally with texts create texts to demonstrate their view of the world with reference to the texts of other cultures
- · analyse and explain the ways in which particular texts relate to their cultural experiences and the culture of others Develop and apply contextual knowledge · identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class
- identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts
 - (ACELT1633, ACELT1639) analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)

examine how language is used to express contemporary cultural issues use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, explain and evaluate the ways in which modern communication technologies are used to shape, adapt and re-present past and

through language, structural and/or visual choices (ACELY1749)

Understand and apply knowledge of language forms and features

- present cultures, including popular culture and youth cultures, for particular audiences OUTCOME 4: A student effectively transfers knowledge, skills and understanding of language concepts into Respond to and compose texts • analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts,
 - analyse literary texts created by and about a diverse range of Australian people, including people from Asian backgrounds, and consider the different ways these texts represent people, places and issues explain and analyse cultural assumptions in texts, including texts by and about Aboriginal Australians • analyse and describe the ways texts sustain or challenge established cultural attitudes and values

Through responding to and composing a wide range of texts and through the close study of OBJECTIVE E texts, students will develop knowledge, understanding and skills in order to: learn and reflect on their learning through their study of English

OUTCOME 9: A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness EN5-9E CONTENT evaluate how particular forms and features of language and structures of texts can be adapted, synthesised and transformed for

• articulate and discuss the pleasures and difficulties, successes and challenges experienced in investigation, problem-solving and independent and collaborative work, and establish improved practices

Develop and apply contextual knowledge • purposefully reflect on and value the learning strengths and learning needs of themselves and others

understand the learning purposes, specific requirements and targeted outcomes of tasks Understand and apply knowledge of language forms and features

understand and apply appropriate metalanguage to reflect on their learning experiences adapt knowledge of language forms and features for new learning contexts Respond to and compose texts

- choose effective learning processes, resources and technologies appropriate for particular tasks and situations recognise different uses of visual texts, media and multimedia, including the internet, eg browsing the web to locate information,
 - examine the ways that the processes of planning, including investigating, interviewing, selecting, and recording and organising ideas, images and information, can and should be modified according to specific purposes, texts and learning contexts use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas

• understand and confidently integrate their own processes of responding to and composing a wide range of different types of

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experiment with particular language features drawn from different types of texts, including combinations of language and visual

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clarity and coherence EN4-4B