# ENGLISH

**Assessment and assessment tables**
**Course Content**
**Course Outcomes**
**Course Unit summaries**
**Design Brief Stage 2**
**Design Brief Stage 3**
**Examination details**
**Glossary**
**Grade descriptions Stage 1**
**Grade descriptions Stage 2**
**Grade descriptions Stage 3**
**Grades**
**Pathways**
**Rationale**
**Resources**
**Texts and text table**
**Time and completion requirements**
**Unit 1A ENG**
**Unit 1B ENG**
**Unit 1C ENG**
**Unit 1D ENG**
**Unit 2A ENG**
**Unit 2B ENG**
**Unit 2C ENG**
**Unit 2D Eng**
**Unit 3A Eng**
**Unit 3B Eng**
**Unit PA ENG**
**Unit PB ENG**

## IMPORTANT INFORMATION

**Syllabus review**

Once a course syllabus has been accredited by the Curriculum Council, the implementation of that syllabus will be monitored by the Course Advisory Committee. This committee can advise Council about any need for syllabus review. Syllabus change deemed to be minor requires schools to be notified of the change at least six months before implementation. Major syllabus change requires schools to be notified 18 months before implementation. Formal processes of syllabus review and requisite reaccreditation will apply.

**Other sources of information**

The Western Australian Certificate of Education (WACE) Manual contains essential information on assessment, moderation and other procedures that need to be read in conjunction with this course.

The Curriculum Council will support teachers in delivering the course by providing resources and professional development online.

The Curriculum Council website www.curriculum.wa.edu.au provides support materials including sample programs, assessment outlines, assessment tasks, with marking keys, sample examinations with marking keys and grade descriptions with annotated student work samples.

**WACE providers**

Throughout this course booklet the term 'school' is intended to include both schools and other WACE providers.

**Currency statement**

This document may be subject to minor updates. Users who download and print copies of this document are responsible for checking for updates. Advice about any changes made to the document is provided through the Curriculum Council communication processes.

# Rationale

Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. Through language people shape understandings of themselves and their world. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

In this course students study language through the use of written, visual and oral communication texts. Through the study of these texts, students learn about the English language, how it works and how to use it effectively. The course recognises the diversity of the student population and values and builds on their backgrounds, skills and aspirations and extends the range of language skills and understandings available to them.

Students learn the conventions of English language to communicate ideas, feelings and attitudes and interact with others; to cope with increasingly complex communication demands; to explore and develop ideas, and access an increasing range of knowledge and ways of thinking. These conventions include written conventions ranging from hand writing, spelling, punctuation and grammar through to the more complex conventions of form, genre and register; oral conventions associated with different purposes, contexts and audiences; and conventions associated with the presentation of information, ideas and entertainment in the mass media, new information technologies and literature. Students learn to use these conventions to communicate ideas, feelings and attitudes and interact with others; to cope with increasingly complex communication demands; to explore and develop ideas, and access an increasing range of knowledge and ways of thinking.

While there are standards of English usage that all students should aim for, the English language is not a set of neutral, unchanging and established rules or practices which apply in all situations. Students need to be prepared to meet future challenges and be able to adapt to new demands and situations. This requires a highly developed critical understanding of the nature of language and how it works. In English, students learn that language is a dynamic social process which responds to, and reflects changing social conditions, and that the meaning of any form of communication depends on context, purpose and audience. They learn that the use of English is inextricably involved with values, beliefs and ways of thinking about themselves and their world. They develop an appreciation of and sensitivity to sociocultural diversity in the use of English and the ability to reflect on, and critically analyse their own use of language and the language of others.

Students learn that in using language they are actively engaged in social processes and the reproduction and/or re-working of social and cultural conventions. They learn about the relationship between language and power and come to understand that well-developed language skills provide them with access to sources of power through knowledge; that the control of language and communication confers power on those in control and disempowers others; that language can be used to influence behaviour; how they use language can influence how others respond to them, and how others behave; and that a knowledge of language and how it works can be used to resist control by others.

In English, students learn how to become competent, reflective, adaptable and critical users of language.

This course provides students with the opportunity to further their achievement of specific overarching learning outcomes from the Curriculum Framework together with the development of the core-shared values.

# Course outcomes

The English course is designed to facilitate the achievement of four outcomes. These outcomes are based on the English learning area outcomes in the Curriculum Framework. Outcomes are statements of what students should know, understand, value and be able to do as a result of the syllabus content taught.

**Outcome 1: Listening and speaking**
Students listen and speak with purpose, understanding and critical awareness in a wide range of contexts.
In achieving this outcome, students:
- interpret and use the conventions of oral communication with increasing understanding and critical awareness;
- demonstrate increasing critical awareness of the ways language varies according to context and how language affects the ways students view themselves and their world; and
- select with increasing effectiveness from a repertoire of processes and strategies when listening and speaking by reflecting on their understanding of the way oral language works.

**Outcome 2: Viewing**
Students view a wide range of visual texts with purpose, understanding and critical awareness.
In achieving this outcome, students:
- interpret the conventions of visual texts with increasing understanding and critical awareness;
- demonstrate increasing critical awareness of the ways language varies according to context and how language affects the ways students view themselves and their world; and

- select with increasing effectiveness from a repertoire of processes and strategies when viewing by reflecting on their understanding of the way visual language works.

### Outcome 3: Reading

Students read a wide range of texts with purpose, understanding and critical awareness.

In achieving this outcome, students:
- interpret the conventions of written texts with increasing understanding and critical awareness;
- demonstrate increasing critical awareness of the ways language varies according to context and how language affects the way students view themselves and their world; and
- select with increasing effectiveness from a repertoire of processes and strategies when reading by reflecting on their understanding of the way language works.

### Outcome 4: Writing

Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

In achieving this outcome, students:
- use the conventions of written texts with increasing understanding and critical awareness;
- demonstrate increasing critical awareness of the ways language varies according to context and how language affects the ways students view themselves and their world; and
- select with increasing effectiveness from a repertoire of processes and strategies when writing by reflecting on their understanding of the way language works.

# Course content

The content needs to be the focus of the learning program in each unit. It enables students to maximise their achievement of both the overarching learning outcomes from the Curriculum Framework and the English course outcomes.

The course content is divided into three content areas:
- conventions
- contextual understanding
- processes and strategies.

## Conventions

### Word usage and grammatical conventions

Words are the building blocks of language. In visual texts the equivalent of words are the basic elements, or semiotic signs, which make up a text. Words have both denotative and connotative meanings, determined by social usage, and possibly varying according to context. Words may be used both literally and figuratively. Effective word usage requires the ability to use and interpret words with care, attention to precision, sensitivity to shades of meaning, understanding of contextual appropriateness and an awareness of their impact.

Grammatical conventions are the conventions governing the ways in which words are modified and combined into phrases, clauses and sentences. They include conventions governing such matters as verb-subject agreement, noun-pronoun agreement and tense. Grammatical competence consists of the ability to draw on a wide range of grammatical conventions in ways appropriate to purpose and context and to interpret grammatical conventions used by others.

Grammatical conventions include those governing syntax, or sentence structure. Syntactic conventions can be thought of as tools for expressing relationships between ideas. Development of syntactic facility consists of the ability to use and interpret an increasingly wide range of syntactic structures, the ability to manipulate syntax for desired effects and the ability to use it to express relationships between ideas succinctly. In writing, an understanding of syntax requires an understanding of punctuation. In visual texts, the equivalent of syntax is the way the elements of an image are arranged in relation to surrounding elements and the relationships and meanings suggested by this.

### Textual conventions

Textual conventions are conventions governing the types of texts considered appropriate for particular subjects, purposes and contexts; ways of presenting and structuring ideas; and the forms of language considered appropriate to different text types. Textual conventions also include conventions for participating in interactive language situations, such as ways of initiating conversations, framing requests, disagreeing, intervening and responding.

An understanding of textual conventions includes an understanding of genre. Genre provides a framework for producing and interpreting texts. However, there is no universal consensus for a precise taxonomy of genres. Generic categories are fluid and dynamic, overlapping with others and changing over time. Because a genre is an abstract generalisation about a wide variety of concrete examples, no text ever replicates the characteristics of a genre exactly. Many participate in a number of genres and there is no precise, universally agreed upon list of characteristics of any genre. Generic competence consists of the ability to draw on generic conventions, sometimes from a number of different genres at the same time, and adapt them to purpose and context.

# Contextual understanding

**Context**

Language varies according to and is influenced by context, both situational and sociocultural. Conventions of language vary according to the situations and roles of participants. Effective use of English involves the ability to adapt one's language appropriately to different situations and roles.

Language is also a dynamic process which is influenced by, and in turn, influences social conditions and values. As part of this process, texts, both in their content and their construction, influence and are influenced by other texts. Similarly the way language and texts are interpreted is influenced, to some extent, by other texts a person has encountered.

**Purpose**

Language is used for a variety of purposes: to convey and access ideas and experiences; to interact with others; as a tool for thinking and for imaginative purposes. Language and texts vary according to, and are shaped by, the purposes for which they are used. Development in English involves the ability to shape and access language increasingly effectively for an increasing range of purposes.

Language also serves a range of social purposes. Language can reproduce, reinforce, challenge or subvert attitudes, values, beliefs and ways of thinking. Because language does not provide unmediated access to reality, it constructs representations of reality which may serve the interests of some groups or individuals above those of others. Language can thus reflect, reinforce, challenge or subvert particular power relationships.

**Audience**

Language is shaped by and varies according to the audiences for whom it is intended. Development in English involves the ability to adapt one's language effectively for different audiences and to adopt a variety of audience roles.

Audiences play an active role in the construction of meaning from language. The meanings audiences make will be influenced by their purposes, contexts, backgrounds, attitudes, values and beliefs. As a result, different audiences may interpret language and texts in different ways.

# Processes and strategies

**Accessing and generating ideas and information**

Language can be a powerful tool for thinking and problem solving. Ideas and information are accessed from and through language. Accessing ideas and information involves framing appropriate questions, establishing goals, identifying sources of assistance and interacting with these effectively. Ideas and information can also be generated from

within one's self and there is a wide range of strategies which can be used to facilitate this process. Accessing and generating ideas and information often involves collaboration with others and, therefore, requires effective interpersonal skills.

**Processing and organising ideas and information**

Processing ideas and information involves relating new ideas to existing ones; asking questions and seeking answers; monitoring and reviewing understandings; inferring; searching for patterns; generalising; synthesising and drawing conclusions. It also involves employing appropriate strategies for coping with difficulties in understanding language or subject matter. Processing ideas and information includes the ability to construct readings. Comprehension is not a one-way process from composer to audience, but a process in which readers actively participate in the creation of meaning.

Organising ideas and information visually, orally, or in writing can be a means of producing new understandings. Organising ideas and information for presentation to others requires attention to context, purpose and audience. In writing it requires attention to planning, drafting, revising and editing. It may also involve, in all language modes, seeking out appropriate models, mentors and sympathetically critical trial audiences. As with accessing and generating ideas, processing and organising ideas often requires collaboration with others and, therefore, effective interpersonal skills.

**Reflection and evaluation**

Reflection involves thinking about one's own use of language and how this might be improved, setting goals for further development and evaluating achievements. It also involves reflection on the context and other factors which affect one's use of language and which might lead one to interpret or respond in particular ways to language used by others. Reflection thus involves a metacognitive awareness of one's uses of, and responses to language.

Ideas, information and texts need to be evaluated for their relevance to particular purposes; the extent to which they concur with one's own experiences, understandings and beliefs and the manner in which they are expressed. They also need to be evaluated in terms of their explicit and implicit arguments, assumptions, values, beliefs and their social, political and cultural implications.

Reflection and evaluation create an interactive process whereby a person compares new information, ideas, attitudes, beliefs, or ways of thinking, to their existing ones and either preserves, modifies or discards their existing ones in favour of new ones.

# Texts

Learning contexts include the texts students study. They are not studied in isolation and are related to their conventions and the contexts of their production and reception. Students compare texts and learn how their understanding and appreciation of one type of text can enhance their understanding and appreciation of another.

The texts that provide the vehicles for engagement with the unit content include expository texts, visual texts, narrative texts and oral texts. These text types may fall within the broad categories of everyday texts, informational texts, mass media texts and literature. Everyday texts are those that form part of people's daily social and working lives. Informational texts are those produced to impart information, or viewed or read to gain information. Mass media texts are those produced and disseminated by the mass media. Literature includes a wide variety of creative and imaginative writing, oral performance and written and visual texts that contribute to an appreciation of students' own cultural heritages and those of other cultures.

Text categories are used for convenience only. Many texts fall into more than one category. Students learn that the boundaries between text categories are blurred and subject to debate. The nature and characteristics of text types are investigated by students throughout their schooling.

A suggested text list can be found at http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/English/

Texts in this list will be reviewed annually.

It is recommended that a minimum of approximately one third of all texts studied be Australian texts.

Preliminary Stage units, Stage 1 and Year 11 Stage 2 units do not have an external examination. Teachers in these units have significant choice of the texts they can choose but the text types listed in the table below are recommended.

In the WACE examinations, where textual references are required for responses in the Reading and Viewing sections, candidates must make primary reference to appropriate text types drawn from the text types listed in the table below for the stage being examined. They can also make reference to other text types. In the Writing section, in questions that require reference to texts studied, primary reference is not restricted to the text types listed in the table below for the stage being examined. Candidates may make primary reference to any text or text type studied that is relevant to their response.

The stimulus material for the Reading and Viewing sections is selected from one or more appropriate examples of text types listed in the table below for the stage being examined.

| Stage P | Everyday texts needed to function in society |
|---------|----------------------------------------------|
| Stage 1 | **Written:** informational texts, reports, workplace documents, novel, short story, advertisements<br>**Visual:** multimedia texts, film, oral texts, advertisements |
| Stage 2 | **Written:** novel, short story, discursive and didactic essays including feature articles, autobiography and/or biography, workplace texts, websites, song lyrics/poetry, still images associated with written texts, advertisements<br>**Visual:** film, television programs, advertisements, oral texts, websites, still images |
| Stage 3 | **Written:** novel, short story, discursive and didactic essays including feature articles, speeches, expository texts, drama script, still images associated with written texts<br>**Visual:** film, still images |

# Course units

Each unit is defined with a particular focus and suggested learning contexts through which the specific unit content can be taught and learnt. The cognitive difficulty of the content increases with each stage. The pitch of the content for each stage is notional and there will be overlap between stages.

Preliminary Stage units provide opportunities for practical and well supported learning to help students develop skills required for them to be successful upon leaving school or in the transition to Stage 1 units.

Stage 1 units are a possible entry point for students needing preparation for Stage 2 content. They also provide bridging support and a practical and applied focus to help students develop skills.

Stage 2 units provide opportunities for applied learning but there is a stronger focus on academic learning.

Stage 3 units provide opportunities to extend knowledge and understandings in challenging academic learning contexts.

## Unit PAENG

The focus for this unit is **independence**. Students develop and apply language skills within their family, school, social and community contexts.

Through the use of verbal and non-verbal language, they express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches, and where relevant, the use of their individual communication approaches.

Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interactions.

## Unit PBENG

The focus for this unit is a continuation of the focus on **independence** in Unit PAENG. They continue to develop and apply language skills with increasing independence within their family, school, social and community settings.

Through the use of verbal and non-verbal language, students express their opinions, meet their specific needs and achieve relevant goals. They receive personalised support in the development and use of their individual communication approaches.

Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and further enhance their social interactions.

## Unit 1AENG

The focus for this unit is **skill building**. Students develop basic language skills and understandings to allow them to achieve in other school courses, further training or participate in the workforce. The skills they develop will assist them to participate effectively in the adult world. This unit is suitable for students working in integrated programs such as Structured Workplace Learning.

Students study, explore and reflect on the types of language skills and understandings required for various work place contexts and develop those skills and understandings. They further develop reading skills for written and visual texts, and, in oral, in visual productions and in writing, learn to present themselves so they can meet their specific needs and achieve their goals. They receive specific guidance in their development of the use of Standard Australian English (SAE), reading strategies and understandings of text conventions, with a focus on common workplace documents that are used in society.

Students work with a variety of workplace related, and engaging print, visual, oral and multimodal texts, identifying purpose and audience, developing confidence in accessing and sharing ideas and information and working with others.

## Unit 1BENG

The focus for this unit is **strengthening skills**. Students continue to develop language skills and concepts in the context of post-school destinations and interests. Such contexts include issues associated with late adolescence, post-compulsory schooling, work, further study and membership of the adult world. This unit is suitable for students working in integrated programs such as Structured Workplace Learning.

Students use language to explore, reflect and develop skills and understandings to manage the demands of modern life. They continue to develop reading, oral, visual and written skills in order to be able to meet their specific needs and achieve their goals. The use of the conventions of Standard Australian English and reading strategies are emphasised.

Students continue to work with a variety of relevant, engaging texts, expanding their ability to understand the conventions of written, visual and oral texts, taking into account audience, values and expectations.

## Unit 1CENG

The focus for this unit is **language and self.** Students learn to use language to present themselves, their experiences, ideas, opinions and responses more effectively. They explore the ways in which language varies according to context, purpose and audience (for example, at home, work and school), consider the expectations associated with different contexts and texts and learn to use language to more effectively take these expectations into account. In doing this they explore the way in which they present themselves through language, and come to see how their view of themselves can be influenced by the construction, or representation by others of them and of social groups to which they belong. They investigate the implications of these constructions and representations in terms of the attitudes, values and beliefs implied.

Students learn to present themselves, both orally, visually and in writing, in ways which allow them to meet their needs and achieve their goals by, for example, using language appropriately to make requests, seek clarification, negotiate goals, express disagreement, resolve conflict and present information about themselves and their ideas. They have the opportunity to develop their ability to control standard Australian English, genre and language conventions by using language to present themselves and their experiences, ideas, opinions and responses. In doing so, they examine and learn from how other people present themselves through texts, while developing the skills needed to comprehend and interpret such texts.

Students also develop their ability to express responses to texts by exploring the nature of pleasure in language. They consider and reflect on the types of text and uses of language that they enjoy; the reasons for this; the reasons why different people enjoy different types of text and uses of language; and the techniques that makers of texts use to elicit enjoyment from audiences. They have the opportunity to develop the skills and knowledge needed to expand the range of texts and uses of language from which they gain pleasure.

## Unit 1DENG

The focus for this unit is **language and society.** Students develop competence in the language skills needed to operate effectively in modern society, as well as to achieve purposes related to their social, vocational/academic or cultural interests and needs.

Students explore and develop the language skills relevant to activities associated with their current and future membership of society. They identify relevant activities and investigate the language skills needed to manage such activities and apply appropriate language skills. They also develop skills in finding, accessing, using and evaluating information relevant to these and other activities.

Developing students' competence in the language skills needed to operate effectively in modern society also includes developing skills needed for more general social and cultural participation such as comprehending, interpreting and evaluating texts drawn from the mass media, popular culture and literature. Students identify ideas, attitudes and opinions in such texts and discuss their responses and those of other people.

## Unit 2AENG

The focus for this unit is **language and action**. Students develop language skills by exploring issues of concern or controversy, past or present, and examining the way language is used in relation to these topics. They study the way in which language can be used to influence attitudes and bring about action or change, as well as ways in which such uses of language can be challenged and/or resisted.

As part of this topic, students consider the relationship between language and power. They learn how power relationships are represented through language; how particular uses of language can be empowering or disempowering and how they can empower themselves through language.

Students apply language skills with the aim of affecting attitudes and actions, using a variety of genres and taking account of different contexts, purposes and audiences.

## Unit 2BENG

The focus for this unit is **language and the world.** Students examine the relationship between language and the world by exploring the way in which language offers particular ideas and information about topics, events or people.

Students examine the way in which texts use language to offer particular ideas and information about topics, events or people and deliberately shape language to produce texts of their own which do the same. They consider the extent to which it is possible to present ideas and information in a neutral and disinterested manner and the extent to which there is a difference between information and interpretation.

Students learn about the way in which context, purpose and audience shape the conventions used for presenting information and ideas, and the way in which language and representations of the world differ among different texts and contexts.

Students explore the reasons why different people might interpret the same information and ideas differently and the effect different representations and uses of language have on the way in which they and others view the world.

Students listen, view and read critically, identifying and critiquing particular uses of language and the representations they offer and present, and substantiate their views in written, visual and oral form using a range of genres. They shape language to produce texts that offer particular ideas and information about topics, events or people using a range of genres.

## Unit 2CENG

The focus for this unit is **language and communities**. Students develop an understanding of the way language operates in a community (e.g. workplaces, subcultures, sporting groups, interest groups, professions, political groups, religious groups etc.) to transmit understandings, create identities, establish power and operate effectively.

Students will examine a range of texts and text types to explore the ways a community may create its own language structure in order to influence attitudes and values. They will also examine how language structures/protocols can be used to marginalise, privilege and/or exclude individuals and subgroups.

## Unit 2DENG

The focus for this unit is **language as representation**. Students develop an understanding of the way language is used to offer particular representations of topics, events, places or people. They will also consider how these responses are mediated by cultural/social structures.

They listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within textual representations.

Students will use language to explore how purpose, context and audience may influence the representations offered in texts.

## Unit 3AENG

The focus for this unit is **language and identity**. Students examine constructions of identity, for example, those associated with age, gender, class, ethnicity, religion and occupation that are intimately related to social, cultural, political and linguistic contexts.

Students study the way in which identities are expressed, constructed, represented and critiqued through language. They examine the relationships between people's sense of identity and the way in which they use language and view themselves, other people and the world in which they live.

Students learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other.

Students develop oral, visual and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity.

## Unit 3BENG

The focus for this unit is **language and ideas**. Students explore the way language is used to present ideas and how this varies among particular fields, genres and discourses. They examine the discursive and generic conventions, approaches to interpretation and presentation associated with selected fields, vocations and/or discourses and the ways in which these differ from each other.

Students learn how the use of language, the presentation of knowledge and the representation of ideas vary across particular fields, genres and/or discourses. Students consider the possible assumptions underlying the way in which language is used, in which knowledge is presented and in which ideas are represented. They consider the possible attitudes, values and ideologies associated with those assumptions. Choice of language might imply particular attitudes; the way knowledge is presented might be the product of particular values; and the way an idea is represented in a text might have been influenced by a particular ideology.

Students learn to use their understanding of the ways in which language is used, knowledge is presented and ideas are represented to create their own texts in various fields, genres and discourses. Students learn that their own texts promote and are influenced by particular attitudes, values and ideologies.

# Recommended course pathways

| General pathway description | Year 11 | Year 12 |
|---|---|---|
| Typical university oriented pathway | Stage 2 | Stage 3 |
| Typical pathway to further training, university or employment | Stage 1 or Stage 2 | Stage 2 |
| Typical pathway to further training and/or employment | Stage P or Stage 1 | Stage P or Stage 1 |

# Time and completion requirements

The notional hours for each unit are 55 class contact hours. Units can be delivered typically in a semester or in a designated time period up to a year depending on the needs of the students. Pairs of units can also be delivered concurrently over a one year period. Schools are encouraged to be flexible in their timetabling in order to meet the needs of all of their students.

A unit is completed when all assessment requirements for that unit have been met. Only completed units will be recorded on a student's statement of results.

Refer to the WACE Manual for details about unit completion and course completion.

# Resources

Teacher support materials are available on the Curriculum Council website extranet and can be found at: http://www.curriculum.wa.edu.au/

A suggested text list can be found at http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses/English/

# Vocational Education and Training information

Vocational Education and Training (VET) is nationally recognised training that provides people with occupational knowledge and skills and credit towards, or attainment of, a vocational education and training qualification under the Australian Qualifications Framework (AQF).

When considering VET delivery in WACE courses it is necessary to:
- refer to the WACE Manual, Section 5: Vocational Education and Training, and
- contact education sector/systems representatives for information on operational issues concerning VET delivery options in schools.

**Australian Quality Training Framework (AQTF)**
AQTF is the quality system that underpins the national vocational education and training (VET) sector and outlines the regulatory arrangements in states and territories. It provides the basis for a nationally consistent, high-quality VET system.

The AQTF Essential Conditions and Standards for Registered Training Organisations outline a set of auditable standards that must be met and maintained for registration as a training provider in Australia.

**VET integrated delivery**
VET integrated within a WACE course involves students undertaking one or more VET units of competency concurrently with a WACE course unit. No unit equivalence is given for units of competency attained in this way.

VET integrated can be delivered by schools providing they meet AQTF requirements. Schools need to become a Registered Training Organisation (RTO) or work in a partnership arrangement with an RTO to deliver training within the scope for which they are registered. If a school operates in partnership with an RTO, it will be the responsibility of the RTO to assure the quality of the training delivery and assessment.

Units of competency from selected training package qualifications have been taken into account during the development of this course.

Teachers delivering preliminary and Stage 1 units of English may be able to contextualise aspects of the unit to assist students who are enrolled in VET units of competency elsewhere in their WACE program to gain a greater understanding and appreciation of workplace literacy.

Schools seeking to link delivery of this course with units of competency must read the information outlined in the relevant training package/s. This information can be found at the National Training Information Service website: www.ntis.gov.au.

# Assessment

Refer to the WACE Manual for policy and principles for both school-based assessment and examinations.

## School-based assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement in the English course. The table provides details of the assessment types, including examples of different ways that they can be applied and the weighting range for each assessment type.

Teachers are required to develop a teaching/learning program and an assessment outline that derives from that teaching/learning program. Teachers are to use the assessment table, to develop their own assessment outlines.

An assessment outline needs to be developed for each class enrolled in each unit of the course. This outline includes a range of assessment tasks that covers all assessment types with specific weightings, and course outcomes. If units are delivered concurrently, assessment requirements must still be met for each unit. If schools choose to use examinations for P units, the examination will be included in the response/investigation and production tasks weightings.

In developing assessment outlines and teaching programs the following guidelines should be taken into account.

- All tasks should take into account teaching, learning and assessment principles from the Curriculum Framework.
- There is flexibility within the assessment framework for teachers to design school-based assessment tasks to meet the learning needs of students.
- Student responses may be communicated in any appropriate form e.g. written, visual, oral, graphical, multimedia or various combinations of these.
- Student work submitted to demonstrate achievement of outcomes should only be accepted if the teacher can attest that, to the best of her/his knowledge, all uncited work is the student's own. (Refer to WACE manual.)
- The number of assessment tasks set for each unit is at the discretion of the school. Teachers need to be mindful that they do not over-assess.

| Assessment table | | | |
|---|---|---|---|
| **Weightings** | | | **Type of assessment** |
| **Stage P** | **Stage 1** | **Stages 2 and 3** | |
| 30–50% | 30–50% | 20–40% | **Response/Investigation**<br>Demonstration of comprehension and interpretation of oral/visual/written texts.<br>Investigate the use of language in particular contexts and texts. Investigate the use of generic features in particular contexts and texts. Analyse how context may affect meaning. Investigate how a particular issue has been represented in one or more texts. Responses to discussions, speeches, interviews, multimedia presentations, videos, films, television productions, books, articles, stories, poetry, drama, pamphlets, posters. Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions.<br>Types of evidence may include: Response to set questions, observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing. |
| 30–50% | 30–50% | 20–40% | **Production**<br>**Written and/or visual production**<br>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, formal essays, narratives, scripts, poetry, multimedia presentations, videos, comics, story boards, advertisements and posters.<br>Types of evidence may include: Written/video productions for tasks set by the teacher such as stories, essays workplace documents or multimedia productions, journal, PowerPoint, formal reports, writing folios. |
| 10–30% | 10–30% | 10–20% | **Oral participation/production**<br>Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions. Participation in and/or production of group discussions, panel discussions, interviews, role-play, debates, workplace activities requiring oral interaction, seminars, tutorials, informal speeches, formal speeches.<br>Types of evidence may include: Teacher observation checklists, evaluation tools (self, peer), interview notes, video, audio recording, PowerPoint presentation, tutorial presentation, participation. |
| – | 0–20% | 10–30% | **School examination**<br>The school examination assesses work covered in the unit/s completed, using questions requiring response and production. |

# Grades

Schools assign grades following the completion of the course unit. The following grades may be used:

| Grade | Interpretation |
|---|---|
| A | Excellent achievement |
| B | High achievement |
| C | Satisfactory achievement |
| D | Limited achievement |
| E | Inadequate achievement |

Preliminary Stage units are not graded. Achievement in these units is reported as either Completed or Not Completed.

Each grade is based on the student's overall performance for the course unit as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and associated annotated work samples.

Grade descriptions:
- describe the range of performances and achievement characteristics of grades A, B, C, D and E in a given stage of a course
- can be used at all stages of planning, assessment and implementation of courses, but are particularly important as a final point of reference in assigning grades
- are subject to continuing review by the Council.

The grade descriptions are included in Appendix 1. Together with associated annotated work samples for this course, grade descriptions can be accessed on the course page at
http://www.curriculum.wa.edu.au/

# Examination details

There are separate examinations for Stage 2 pairs of units and Stage 3 pairs of units. [Note: students studying either the 2A/2B or 2C/2D pairs of units will sit the same exam.]

In their final year, students who are studying at least one Stage 2 pair of units (e.g. 2A/2B) or one Stage 3 pair of units (e.g. 3A/3B) will sit an examination in this course, unless they are exempt.

Each examination will assess the specific content, knowledge and skills described in the syllabus for the pair of units studied.

Details of the examinations in this course are prescribed in the examination design briefs (pages 39–41).

Note:
In the WACE examinations in Section One: Reading, and Section Three: Viewing where textual references are required for responses, candidates must make primary reference to one of the text types drawn from the stage being examined. In Section One the text type must be a written text. In Section Three the text type must be a visual text. Candidates can also make reference to other text types (see page 6). In Section Two: Writing, in questions that require reference to texts studied, primary reference is not restricted to the text types listed in the table on page 6 for the stage being examined. Candidates may make primary reference to any text or text type that they have studied that is relevant to their response.

These text types are further defined in Appendix 2: Glossary.

# UNIT PAENG

## Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **independence**. Students develop and apply language skills within their family, school, social and community contexts.

Through the use of verbal and non-verbal language, students express their opinions, meet their specific needs and achieve relevant goals. Students receive personalised support in the development and use of their individual communication approaches.

Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and enhance their social interactions.

## Suggested learning contexts
This unit is particularly suitable for students who are working in integrated programs and/or workplace learning.

Within the broad area of **independence**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: recognising the need for independence in personal matters; taking responsibility; making choices and/or taking actions related to health and lifestyle issues.
- Social: positive interactions with peers, family and community members; accessing social experiences in the local community; making appropriate choices when in the community and/or adhering to appropriate social behaviours.
- Vocational/academic: recognising the need for independence and responsibility at school and within the workplace; participating in volunteer work, community access, workplace learning, alternatives to employment and/or learning opportunities during and after school.
- Cultural: participation in relevant cultural activities; cultural and social groups to which students belong.

## Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below:

## Conventions

**Word usage and grammatical conventions**
- applying vocabulary to relevant objects, people, actions, emotions, events, places
- interpreting and using facial expressions, body language
- familiar texts such as COMPIC, signing, photographs, objects, ebooks, magazines, television.

**Textual conventions**
- sequencing ideas
- using and interpreting questions
- expressing and interpreting feelings
- social interaction conventions associated with greetings, farewells, choice-making, requests, protests, continuance, cessation
- relevant elements of various familiar texts such as colours, sounds, textures, smells.

## Contextual understanding

**Context**
- listening and speaking in a variety of relevant contexts
- social expectations regarding communication behaviours
- interpreting and reacting to elements of texts.

**Purpose**
- appropriate use of language to meet the desired purpose.

**Audience**
- identifying intended audience as familiar or unfamiliar
- adapting communication to suit audience such as using COMPIC with teachers, gestures with strangers.

## Processes and strategies

**Accessing and generating ideas**
- strategies for interacting with and reacting to others, expressing feelings and opinions, indicating needs and wants
- locating and accessing required texts
- wait time and turn-taking
- using oral, visual, written and/or multimodal texts to express or clarify meaning.

**Processing and organising ideas and information**
- giving attention to information, objects, people, actions, emotions, events, places
- retelling ideas or information
- strategies for questioning.

**Reflection and evaluation**
- responding to language used by others
- reflecting on outcome/success of communications
- accepting feedback from others.

## Recommended text types
Teachers may choose any text types considered appropriate for the students' individual stage of development and needs.

# VET integrated units of competency
Teachers delivering this unit may be able to contextualise aspects of the unit to assist students who are enrolled in VET units of competency as part of their senior secondary program to gain a greater understanding and appreciation of workplace literacy.

# Assessment
The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage P | Type of assessment |
|---|---|
| 30–50% | **Response/Investigation**<br>Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation of language use in relevant contexts or texts, involving immersion, observation, research, practical application and/or presentation.<br>May include investigation of experiences, issues, texts, audiences, situational contexts, cultural contexts. Practical application of learning in written, oral, visual or multimedia form, using individually appropriate conventions.<br>May include responses to or presentation of discussions, speeches, interviews, multimedia presentations, videos, films, television productions, comics, pictures, books, articles, stories, poetry, drama, pamphlets or posters. Presentation of responses to use individually appropriate conventions.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing. |
| 30–50% | **Production**<br>**Written and/or visual production**<br>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes.<br>May include production of short reports, instructions, descriptions, articles, letters, journal entries, e-mails, reviews, workplace documents, narratives, scripts, poetry, multimedia presentations, videos, comics, story boards, advertisements, brochures and posters.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios. |
| 10–30% | **Oral participation/production**<br>Participation in one or more oral interactions demonstrating awareness of context, purpose, audience and appropriate conventions.<br>May include participation in and/or production of group discussions, interviews, role-play, workplace activities requiring oral interaction, participating in simulated or real transactions, informal speeches.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording, presentations. |

# UNIT PBENG

## Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is a continuation of the focus on **independence** in Unit PAENG. Students continue to develop and apply language skills with increasing independence within their family, school, social and community settings.

Through the use of verbal and non-verbal language, students express their opinions, meet their specific needs and achieve relevant goals. Students receive personalised support in the development and use of their individual communication approaches.

Students engage with a variety of personally relevant and familiar print, visual, oral and/or multimodal texts to develop and extend their communication skills and further enhance their social interactions.

## Suggested learning contexts
This unit is particularly suitable for students who are working in integrated programs and/or workplace learning.

Within the broad area of **independence**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: increasing independence to meet personal needs and wants; awareness of increased responsibilities; making appropriate choices and taking appropriate actions related to health and lifestyle issues.
- Social: increased independence in all interactions with peers, family and community members; independent experiences in the broader community's social environment; rights, responsibilities and choices available when in the community and/or appropriate behaviours for various social settings.
- Vocational/academic: gaining independence at school and/or in the workplace; accessing supported work environments; participating in volunteer work, community access, workplace learning, alternatives to employment and/or learning opportunities during and after school.
- Cultural: participation in and contribution towards cultural activities; identifying and accessing cultural and social groups to which students belong.

## Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below:

## Conventions

**Word usage and grammatical conventions**
- applying vocabulary to relevant objects, people, actions, emotions, events, places
- vocabulary building relevant to students' personal and social contexts and interactions
- interpreting and using facial expressions, body language, tone, volume
- language used in familiar texts such as stories, labels, greetings, COMPIC, signing, photographs, objects, ebooks, magazines, television.

**Textual conventions**
- sequencing ideas
- using and interpreting questions
- expressing and interpreting feelings
- social interaction conventions associated with greetings, farewells, choice-making, requests, protests, continuance, cessation, instructions, directions
- conventions associated with the response to, initiation and maintenance of social interaction
- attending to others, objects or events
- relevant elements of various familiar texts such as writing, colours, sounds, textures, smells.

## Contextual understanding

**Context**
- listening and speaking in a variety of relevant contexts
- social expectations regarding communication behaviours
- interpreting and reacting to elements of texts
- taking turns
- providing information such as name, address, bus number required.

**Purpose**
- appropriate use of language to meet the desired purpose.

**Audience**
- identifying intended audience as familiar or unfamiliar
- adapting communication to suit audience such as using COMPIC with teachers, gestures with strangers.

## Processes and strategies

**Accessing and generating ideas**
- strategies for interacting with and reacting to others, expressing feelings and opinions, indicating needs and wants, providing information, asking questions
- locating and accessing required texts
- wait time and turn-taking
- using oral, visual, written and/or multimodal texts to express or clarify meaning.

**Processing and organising ideas and information**
- giving attention to information, objects, people, actions, emotions, events, places
- retelling ideas or information
- strategies for questioning
- strategies for meaning taking from relevant texts such as labels, instructions, stories: prediction, matching, interpreting, sight words
- strategies for clarifying meaning such as requesting help
- strategies for recording ideas and information such as drawing pictures, approximating words.

**Reflection and evaluation**
- responding to language used by others
- reflecting on outcome/success of communications
- accepting feedback from others and attempting adjustments
- editing writing with support such as word lists, picture prompts, peer.

## Recommended text types

Teachers may choose any text types considered appropriate for the students' individual stage of development and needs.

# VET integrated units of competency

Teachers delivering this unit may be able to contextualise aspects of the unit to assist students who are enrolled in VET units of competency as part of their senior secondary program to gain a greater understanding and appreciation of workplace literacy.

# Assessment

The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage P | Type of assessment |
|---|---|
| 30–50% | **Response/Investigation**<br>Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation of language use in relevant contexts or texts, involving immersion, observation, research, practical application and/or presentation.<br>May include investigation of experiences, issues, texts, audiences, situational contexts, cultural contexts. Practical application of learning in written, oral, visual or multimedia form, using individually appropriate conventions.<br>May include responses to or presentation of discussions, speeches, interviews, multimedia presentations, videos, films, television productions, comics, pictures, books, articles, stories, poetry, drama, pamphlets or posters. Presentation of responses to use individually appropriate conventions.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing. |
| 30–50% | **Production**<br>**Written and/or visual production**<br>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes.<br>May include production of short reports, instructions, descriptions, articles, letters, journal entries, e-mails, reviews, workplace documents, narratives, scripts, poetry, multimedia presentations, videos, comics, story boards, advertisements, brochures and posters.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios. |
| 10–30% | **Oral participation/production**<br>Participation in one or more oral interactions demonstrating awareness of context, purpose, audience and appropriate conventions.<br>May include participation in and/or production of group discussions, interviews, role-play, workplace activities requiring oral interaction, participating in simulated or real transactions, informal speeches.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording, presentations. |

# UNIT 1AENG

## Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **skill building**. Students develop basic language skills and understandings to allow them to achieve in other school courses, further training or participate in the workforce. The skills they develop will assist them to participate effectively in the adult world. This unit is suitable for students working in integrated programs such as Structured Workplace Learning.

Students study, explore and reflect on the types of language skills and understandings required for various work place contexts and develop those skills and understandings. They further develop reading skills for written and visual texts, and, in oral, in visual productions and in writing, learn to present themselves so they can meet their specific needs and achieve their goals. They receive specific guidance in their development of the use of Standard Australian English (SAE), reading strategies and understandings of text conventions, with a focus on common workplace documents that are used in society.

Students work with a variety of workplace related, and engaging print, visual, oral and multimodal texts, identifying purpose and audience, developing confidence in accessing and sharing ideas and information and working with others.

## Suggested learning contexts
This unit is particularly suitable for students who are working in integrated programs and/or workplace learning. Texts chosen for study will be relevant to the students' immediate and post-school needs.

Within the broad area of **skill building**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: reflection on the skills students need to learn; ongoing or new commitments to sports and recreations; responsibilities and choices associated with health and lifestyle choices; challenges and responsibilities posed by greater moral, physical and financial independence.
- Social: increased responsibilities, pressures and social expectations facing students as they move into late adolescence, the workforce and adulthood; peer group membership; interaction with younger people and adults; participation in the adult community and the social, political and moral responsibilities and choices involved.
- Vocational/academic: part-time work; work experience; volunteer work; the changing nature of schoolwork in later years of schooling; further study.
- Cultural: participation in cultural activities; development of personal cultural preferences; cultural representations of teenagers and other social groups of which students are members.

## Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below:

### Conventions
**Word usage and grammatical conventions**
- adjusting vocabulary for different purposes and audiences
- differences between speaking and writing
- intonation, pace, stress and body language
- visual symbols and conventions
- vocabulary and syntax building relevant to students' personal interests, familiar fiction, articles, advertisements
- written syntax: grouping ideas
- conjunctions
- words and phrases signalling relationships
- punctuation: capitals, full stops, commas, question marks
- spelling: root words, suffixes, prefixes, homonyms, homophones, same word as noun or verb, meaning varying with context.

**Textual conventions**
- common social conventions associated with greetings, initiating conversation, introduction, modes of address, closure, familiar questioning, enquiry, seeking assistance
- features of, and differences between common, familiar written and visual genres
- purpose and context affecting generic text structure in a suitable range of text structures
- simple elements of multimodal texts.

### Contextual understanding
**Context**
- listening and speaking: forming friendships, sharing ideas, exchanging information
- introduction to symbols and stereotypes in written and visual texts and in different cultural contexts.

**Purpose**
- identifying purposes of texts
- linking to other texts
- texts are constructed in context.

**Audience**
- identifying likely audiences for texts
- likely expectations of audience
- adapting oral and written language to audience
- persuading an audience.

## Processes and strategies

**Accessing and generating ideas**
- using appropriate ways of sharing ideas, offering advice, expressing opinions and reacting to the ideas of others
- strategies for selecting texts
- using planning aids
- developing and expanding ideas for writing.

**Processing and organising ideas and information**
- group discussion protocols
- contributing and responding on a topic
- decoding strategies: graphophonics; strategies for meaning-making: prediction, syntax, re-reading, reading ahead, slowing down, guessing words in context, omission, substitution and self-correction
- strategies for clarifying meaning
- locating appropriate information from external sources for use in writing
- using frameworks, scaffolding.

**Reflection and evaluation**
- making comparisons with other texts when reading and viewing
- identifying and explaining reading and viewing preferences
- editing spelling and punctuation
- reading aloud for sense
- simple metacognitive processes: vocabulary to name processes; when and why particular strategies are used; ways to monitor, evaluate and adjust thinking.

## Recommended text types
Teachers should use the text types listed for Stage 1 on page 6. However, teachers are not restricted to this list for this unit.

# VET integrated units of competency
Teachers delivering this unit may be able to contextualise aspects of the unit to assist students who are enrolled in VET units of competency as part of their senior secondary program to gain a greater understanding and appreciation of workplace literacy.

# Assessment
The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 1 | Type of assessment |
|---|---|
| 30–50% | **Response/Investigation**<br>Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation. Responses to discussions, speeches, interviews, multimedia presentations, videos, films, books, articles, stories, pamphlets, posters. Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions. Types of evidence may include: Observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing. |
| 30–50% | **Production**<br>**Written and/or visual production**<br>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of, descriptions, articles, letters, manuals, reviews, workplace documents, reports, scripts, multimedia presentations, videos, story boards, advertisements and posters. Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios. |
| 10–30% | **Oral participation/production**<br>Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions. Participation in and/or production of group discussions, interviews, role-play, workplace activities requiring oral interaction, seminars, tutorials, formal meetings, informal speeches, formal speeches. Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording. |
| 0–20% | **School examinational (optional)**<br>The school examination assesses work covered in the unit/s completed, using questions requiring response and production. |

# UNIT 1BENG

## Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **strengthening skills**. Students continue to develop language skills and concepts in the context of post-school destinations and interests. Such contexts include issues associated with late adolescence, post-compulsory schooling, work, further study and membership of the adult world. This unit is suitable for students working in integrated programs such as Structured Workplace Learning.

Students use language to explore, reflect and develop skills and understandings to manage the demands of modern life. They continue to develop reading, oral, visual and written skills in order to be able to meet their specific needs and achieve their goals. The use of the conventions of Standard Australian English and reading strategies are emphasised.

Students continue to work with a variety of relevant, engaging texts, expanding their ability to understand the conventions of written, visual and oral texts, taking into account audience, values and expectations.

## Suggested learning contexts
This unit is particularly suitable for students who are working in integrated programs and/or workplace learning.

Within the broad area of **strengthening skills,** teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: reflection on the communication skills students need to deal with; ongoing or new commitments to sports and recreations; responsibilities and choices associated with health and lifestyle choices; challenges and responsibilities posed by greater moral, physical and financial independence.
- Social: language skills needed to cope with increased responsibilities, pressures and social expectations facing students as they move into late adolescence, the workforce and adulthood; peer group membership; interaction with younger people and adults; participation in the adult community and the social, political and moral responsibilities and choices involved.
- Vocational/academic: language skills needed for part-time work; work experience; volunteer work; the changing nature of schoolwork in later years of schooling; further study.
- Cultural: language skills needed to engage in cultural activities; development of personal cultural preferences; cultural representations of teenagers and other social groups of which students are members.

## Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below:

## Conventions
**Word usage and grammatical conventions**
- adapting vocabulary, intonation, pace, stress and body language to audience and purpose
- continued vocabulary and syntax building relevant to students' personal, social, academic and vocational contexts
- vocabulary and grammatical conventions of standard written English used in widely accessible, familiar texts such as newspaper/magazine articles, brochures, advertisements
- increased facility with written syntax: compound and complex sentences
- theme and topic sentences
- accuracy in punctuation and spelling
- use and effect of jargon
- punctuation markers
- use of emotive and evaluative words.

**Textual conventions**
- consolidation of oral conventions associated with greetings, initiating conversation, introduction, modes of address, closure, questioning, enquiry and seeking assistance
- extending understanding of features of common written and visual genres and using knowledge of genre to guide reception and production
- sequencing of ideas in written texts
- paragraphs and headings
- text structures related to meaning, effect.

## Contextual understanding
**Context**
- consolidation of symbols and stereotypes in written and visual texts
- stereotypes of social groups and attitudes associated with these
- protocols associated with listening and speaking in a variety of familiar contexts
- familiar and unfamiliar cultural contexts.

**Purpose**
- identifying purposes of texts and justifying opinions using textual content and/or construction
- ensuring relevance in own writing and speaking.

**Audience**
- taking into account people's values and expectations when using oral, visual and written language
- identifying likely audiences for written and visual texts
- identifying audience appeal in texts
- taking into account audience, values, expectations and contexts in written and visual texts.

## Processes and strategies

**Accessing and generating ideas**
- consolidation of strategies for sharing ideas, offering advice, expressing opinions and reacting to the ideas of others
- clarifying purpose/s for reading and viewing
- locating texts appropriate to purpose and posing clarifying questions to guide reading
- skimming, scanning, reading texts for differing purposes
- greater independence in use of planning aids
- strategies for developing and expanding ideas for writing.

**Processing and organising ideas and information**
- consolidation of group discussion protocols
- using questions to clarify understandings and/or elicit additional information
- consolidation of reading strategies: graphophonics and syntax, prediction, re-reading, reading ahead, slowing down, omission, substitution and self-correction
- inferencing
- using information from external sources in writing.

**Reflection and evaluation**
- evaluating texts for purpose and audience
- editing spelling and punctuation
- proofreading for making sense
- evaluating and monitoring reading strategies
- metacognitive processes: vocabulary to name processes; when and why particular strategies are used
- ways to monitor, evaluate and adjust thinking.

## Recommended text types

Teachers should use the text types listed for Stage 1 on page 6. However, teachers are not restricted to this list for this unit.

# VET integrated units of competency

Teachers delivering this unit may be able to contextualise aspects of the unit to assist students who are enrolled in VET units of competency as part of their senior secondary program to gain a greater understanding and appreciation of workplace literacy.

# Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 1 | Type of assessment |
|---|---|
| 30–50% | **Response/Investigation**<br>Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation. Responses to discussions, speeches, interviews, multimedia presentations, videos, films, books, articles, stories, drama, pamphlets, posters. Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions.<br>Types of evidence may include: observation checklists, Evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing. |
| 30–50% | **Production**<br>**Written and/or visual production**<br>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, reports, scripts, multimedia presentations, videos, story boards, song lyrics, short narratives, advertisements and posters.<br>Types of evidence may include: Observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios. |
| 10–30% | **Oral participation/production**<br>Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions. Participation in and/or production of group discussions, interviews, role-play, workplace activities requiring oral interaction, seminars, tutorials, formal meetings, informal speeches, formal speeches.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording. |
| 0–20% | **School examinational (optional)**<br>The school examination assesses work covered in the unit/s completed, using questions requiring response and production. |

# UNIT 1CENG

## Unit description

The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **language and self.** Students learn to use language to present themselves, their experiences, ideas, opinions and responses more effectively. They explore the ways in which language varies according to context, purpose and audience (for example, at home, work and school), consider the expectations associated with different contexts and texts and learn to use language to more effectively take these expectations into account. In doing this they explore the way in which they present themselves through language, and come to see how their view of themselves can be influenced by the construction, or representation by others of them and of social groups to which they belong. They investigate the implications of these constructions and representations in terms of the attitudes, values and beliefs implied.

Students learn to present themselves, both orally, visually and in writing, in ways which allow them to meet their needs and achieve their goals by, for example, using language appropriately to make requests, seek clarification, negotiate goals, express disagreement, resolve conflict and present information about themselves and their ideas. They have the opportunity to develop their ability to control standard Australian English, genre and language conventions by using language to present themselves and their experiences, ideas, opinions and responses. In doing so, they examine and learn from how other people present themselves through texts, while developing the skills needed to comprehend and interpret such texts.

Students also develop their ability to express responses to texts by exploring the nature of pleasure in language. They consider and reflect on the types of text and uses of language that they enjoy; the reasons for this; the reasons why different people enjoy different types of text and uses of language; and the techniques that makers of texts use to elicit enjoyment from audiences. They have the opportunity to develop the skills and knowledge needed to expand the range of texts and uses of language from which they gain pleasure.

## Suggested learning contexts

Within the broad area of **language and self**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):

- Personal: exploring and expressing ideas, information and opinions associated with areas of personal interest e.g. hobbies, interests, sports, personal experiences, reading, viewing and listening interests.
- Social: different social contexts and the presentation of the self associated with these e.g. peer group and family interaction; commercial and legal transactions; community services; political activities; social interactions.
- Vocational/academic: different vocational/ academic contexts e.g. applying for a job or course; interacting with superordinates, clients, co-workers, fellow students, teachers; dealing with or producing workplace/course documents.
- Cultural: expressions, explorations and constructions of the self in literary, non-fiction and/or mass media texts and responses to these e.g. examination of self-expressive texts; exploration of affective responses to texts; focusing and formalising affective responses.

## Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below:

### Conventions

**Word usage and grammatical conventions**
- vocabulary appropriate to context
- tone
- syntax and punctuation
- spelling
- differences between SAE and other forms of English
- determining situations in which SAE is required and those in which other forms are appropriate
- difference between denotation and connotation
- taking connotation into account when using and interpreting language
- connotations of facial expression, body language, appearance.

**Textual conventions**
- using textual structure as an aid to comprehension
- choosing and generating structures appropriate to purpose
- supporting opinions and responses with details and explanations
- sustaining tense and tone
- oral protocols associated with different contexts.

## Contextual understanding

**Context**
- social expectations regarding language
- the importance of taking context into account when using and interpreting language.

**Purpose**
- the importance of clarifying purpose when using and interpreting language
- choosing generic conventions appropriate to purpose.

**Audience**
- the importance of taking into account audience expectations, attitudes, experience and knowledge when using and interpreting language
- identifying and describing likely audiences for texts
- considering reasons why different audiences may respond differently to the same text.

## Processes and strategies

**Accessing and generating ideas**
- individual and group strategies for interpreting and producing new or unfamiliar language and genres
- productive reading strategies such as posing questions and seeking answers; seeking main ideas; self-monitoring of understandings and word attack strategies.

**Processing and organising ideas and information**
- note-making, planning, conferencing, drafting, revising, editing and rehearsal strategies
- using prior knowledge, including knowledge gained from previous texts, when interpreting and producing texts
- using other texts as models for developing and extending language skills.

**Reflection and evaluation**
- strategies for assessing the effectiveness of one's use of language
- identifying gaps in skills and methodologies for improvement
- seeking and using feedback
- goal-setting
- difference between representation and reality
- effect of representations on conceptions of self and others
- attitudes, values and beliefs associated with particular uses of language.

## Recommended text types

Teachers should use the text types listed for Stage 1 on page 6. However, teachers are not restricted to this list for this unit.

# VET integrated units of competency

Teachers delivering this unit may be able to contextualise aspects of the unit to assist students who are enrolled in VET units of competency as part of their senior secondary program to gain a greater understanding and appreciation of workplace literacy.

# Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 1 | Type of assessment |
|---|---|
| 30–50% | **Response/Investigation**<br>Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation. Responses to discussions, speeches, interviews, multimedia presentations, videos, films, books, articles, stories, drama, pamphlets, posters. Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing. |
| 30–50% | **Production**<br>**Written and/or visual production**<br>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, reports, scripts, multimedia presentations, videos, story boards, advertisements and posters.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios. |
| 10–30% | **Oral participation/production**<br>Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions. Participation in and/or production of group discussions, interviews, role-play, workplace activities requiring oral interaction, seminars, tutorials, formal meetings, informal speeches, formal speeches.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording. |
| 0–20% | **School examinational (optional)**<br>The school examination assesses work covered in the unit/s completed, using questions requiring response and production. |

# UNIT 1DENG

## Unit description

The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **language and society.** Students develop competence in the language skills needed to operate effectively in modern society, as well as to achieve purposes related to their social, vocational/academic or cultural interests and needs.

Students explore and develop the language skills relevant to activities associated with their current and future membership of society. They identify relevant activities and investigate the language skills needed to manage such activities and apply appropriate language skills. They also develop skills in finding, accessing, using and evaluating information relevant to these and other activities.

Developing students' competence in the language skills needed to operate effectively in modern society also includes developing skills needed for more general social and cultural participation such as comprehending, interpreting and evaluating texts drawn from the mass media, popular culture and literature. Students identify ideas, attitudes and opinions in such texts and discuss their responses and those of other people.

## Suggested learning contexts

Within the broad area of **language and society**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):

- Personal: exploring and expressing ideas, information and opinions associated with areas of personal interest e.g. hobbies, interests, sports, personal experiences, reading, viewing and listening interests.
- Social: different social contexts e.g. peer group and family interaction; commercial and legal transactions; community services; political activities; social interactions.
- Vocational/Academic: the language requirements of different vocational/ academic contexts e.g. applying for a job or course; interacting with superordinates, clients, co-workers, fellow students, teachers; dealing with or producing workplace/course documents.
- Cultural: participation in areas of cultural interest e.g. understandings and skills needed to understand, enjoy and appreciate literature, non-fiction and/or mass media; language requirements for movement from more affective to more analytic responses.

## Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below:

## Conventions

**Word usage and grammatical conventions**
- vocabulary appropriate to context
- tone appropriate to purpose and context
- syntax and punctuation
- spelling
- differences between SAE and other forms of English
- determining situations in which SAE is required and those in which other forms are appropriate
- difference between denotation and connotation
- taking connotation into account when using and interpreting language
- connotations of facial expression, body language, appearance
- conventions for signalling of logical relationships
- oral protocols associated with different contexts.

**Textual conventions**
- using textual structure as an aid to interpretation
- choosing and generating structures appropriate to purpose
- supporting opinions and responses with details and explanations
- sustaining tense and tone
- oral protocols associated with different contexts.

## Contextual understanding

**Context**
- social expectations regarding language
- the importance of taking context into account when using and interpreting language
- understanding that situational context and the respective roles of participants affects the way language needs to be used and interpreted.

**Purpose**
- the importance of taking purpose into account and clarifying purpose when using and interpreting language
- choosing generic conventions appropriate to purpose.

**Audience**
- the importance of taking into account audience expectations, attitudes, experience and knowledge when using and interpreting language
- identifying and describing likely audiences for texts
- reasons why different audiences may respond differently to the same text.

## Processes and strategies

**Accessing and generating ideas and information**
- individual and group strategies for interpreting and producing new or unfamiliar text types and for processing new information, knowledge or concepts
- oral protocols associated with seeking advice and information
- establishing purposes
- posing questions and seeking answers
- defining possible sources
- productive reading strategies: overviewing, scanning and skimming, determining relevance to purpose, adjusting reading for different text types.

**Processing and organising ideas and information**
- note-making, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies
- organising ideas on a topic from different sources
- self-monitoring of understandings, word attack strategies, inferring meanings
- note-taking
- detecting opinion and interpretation
- using prior knowledge, including knowledge gained from previous texts, when interpreting and producing texts, including using other texts as models for developing and extending language skills.

**Reflection and evaluation**
- strategies for assessing the effectiveness of one's use of language
- identifying gaps in skills, and methodologies for improvement
- seeking and using feedback
- goal-setting
- difference between representation and reality
- effect of representations on conceptions of self and others
- attitudes, values and beliefs associated with particular uses of language.

## Recommended text types

Teachers should use the text types listed for Stage 1 on page 6. However, teachers are not restricted to this list for this unit.

# VET integrated units of competency

Teachers delivering this unit may be able to contextualise aspects of the unit to assist students who are enrolled in VET units of competency as part of their senior secondary program to gain a greater understanding and appreciation of workplace literacy.

# Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 1 | Type of assessment |
|---|---|
| 30–50% | **Response/Investigation**<br>Demonstration of comprehension and interpretation of oral/visual/written texts.<br>Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation.<br>Responses to discussions, speeches, interviews, multimedia presentations, videos, films, books, articles, stories, drama, pamphlets, posters.<br>Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), Journal, PowerPoint, video, audio recording, multimedia, writing. |
| 30–50% | **Production**<br>**Written and/or visual production**<br>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes.<br>Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, reports, scripts, multimedia presentations, videos, story boards, advertisements and posters.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios. |
| 10–30% | **Oral participation/production**<br>Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions.<br>Participation in and/or production of group discussions, interviews, role-play, workplace activities requiring oral interaction, seminars, tutorials, formal meetings, informal speeches, formal speeches.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording. |
| 0–20% | **School examinational (optional)**<br>The school examination assesses work covered in the unit/s completed, using questions requiring response and production. |

# UNIT 2AENG

## Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **language and action**. Students develop language skills by exploring issues of concern or controversy, past or present, and examining the way language is used in relation to these topics. They study the way in which language can be used to influence attitudes and bring about action or change, as well as ways in which such uses of language can be challenged and/or resisted.

As part of this topic, students consider the relationship between language and power. They learn how power relationships are represented through language; how particular uses of language can be empowering or disempowering and how they can empower themselves through language.

Students apply language skills with the aim of affecting attitudes and actions, using a variety of genres and taking account of different contexts, purposes and audiences.

## Suggested learning contexts
Within the broad area of **language and action**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: areas of personal interest e.g. hobbies, interests, sports and relationships.
- Social: in social contexts e.g. peer group behaviour; consumer issues; community, national and international issues.
- Vocational/Academic: vocational/educational contexts e.g. resolving conflicts; negotiating outcomes; marketing; promotion; impact studies; product reports; planning and negotiating academic programs; resolving conflicts; effecting improvements to the workplace/educational site and/or work practices.
- Cultural: literary, non-fiction and/or mass media texts and/or approaches to these e.g. literature, non-fiction and/or mass media as reflections of and interventions in social contexts; literary theories and approaches to literature as reflections of and interventions in social contexts.

## Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

### Conventions

**Word usage and grammatical conventions**
- tone
- vocabulary
- syntax and punctuation
- spelling
- identifying and using nuances of connotation
- the use of connotation for persuasive purposes
- shaping language for persuasive effect for different audiences.

**Textual conventions**
- conventions associated with presenting arguments
- generic conventions associated with texts used to affect attitudes and effect social action.

### Contextual understanding

**Context**
- taking into account context when attempting to influence attitudes and to effect social actions
- evaluating texts for appropriateness to context
- power relationships reflected and reinforced or challenged by particular uses of language.

**Purpose**
- taking into account and clarifying purpose when attempting to affect attitudes and effect social action
- identifying and, if appropriate, challenging dominant ways of thinking about a topic
- presenting alternative ways of thinking in line with one's own views.

**Audience**
- taking into account audience expectations, attitudes, experience and knowledge when attempting to affect attitudes and effect social action
- reasons for varying interpretations.

### Processes and strategies

**Accessing and generating ideas and information**
- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts.

**Processing and organising ideas and information**
- note-making, planning, conferencing, drafting, revising, editing and rehearsal strategies
- supporting opinions and responses with details and explanations
- maintaining comprehension when dealing with complex language
- comparing, contrasting, evaluating and synthesising ideas and viewpoints in different texts to arrive at own conclusion.

**Reflection and evaluation**
- strategies for assessing the effectiveness of one's use of language
- identifying gaps in skills, and methodologies for improvement
- seeking and using feedback
- goal-setting
- identifying and critiquing attitudes, values and beliefs associated with particular uses of language.

## Compulsory text types

Students studying this unit in their final year are required to use the text types for the WACE examination listed on page 6.

The Stage 2 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

Students studying this unit in Year 11 are not constrained by the compulsory text type list for the Stage 2 examination.

# Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 2 | Type of assessment |
|---|---|
| 20–40% | **Response/Investigation** <br> Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation. Investigation of experiences, issues, texts, audiences, representations, situational contexts, cultural contexts, language practitioners e.g. writers, producers. Responses to discussions, speeches, interviews, multimedia presentations, videos, films, television productions, books, articles, stories, poetry, drama, pamphlets, posters. Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions. Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing. |
| 20–40% | **Production** <br> **Written and/or visual production** <br> Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, formal essays, narratives, scripts, poetry, multimedia presentations, videos, comics, story boards, advertisements and posters. Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios. |
| 10–20% | **Oral participation/production** <br> Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions. Participation in and/or production of group discussions, panel discussions, interviews, role-play, debates, workplace activities requiring oral interaction, seminars, tutorials, informal speeches, formal speeches. Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording. |
| 10–30% | **School examination** <br> The school examination will assess work covered in the unit/s completed, using questions requiring response and production. |

# UNIT 2BENG

## Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **language and the world.** Students examine the relationship between language and the world by exploring the way in which language offers particular ideas and information about topics, events or people.

Students examine the way in which texts use language to offer particular ideas and information about topics, events or people and deliberately shape language to produce texts of their own which do the same. They consider the extent to which it is possible to present ideas and information in a neutral and disinterested manner and the extent to which there is a difference between information and interpretation.

Students learn about the way in which context, purpose and audience shape the conventions used for presenting information and ideas, and the way in which language and representations of the world differ among different texts and contexts.

Students explore the reasons why different people might interpret the same information and ideas differently and the effect different representations and uses of language have on the way in which they and others view the world.

Students listen, view and read critically, identifying and critiquing particular uses of language and the representations they offer and present, and substantiate their views in written, visual and oral form using a range of genres. They shape language to produce texts that offer particular ideas and information about topics, events or people using a range of genres.

## Suggested learning contexts
Within the broad area of **language and the world**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: personal understandings.
- Social: everyday social discourses.
- Vocational/academic: different vocations and disciplines.
- Cultural: literary, non-fiction and/or mass media texts.

## Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

### Conventions

**Word usage and grammatical conventions**
- tone
- vocabulary
- syntax and punctuation
- spelling
- identifying and using nuances of connotation
- role of connotation in representing subjects and positioning audiences in particular ways
- relationship between sociocultural context and connotation.

**Textual conventions**
- effects of departure from, or manipulation of generic conventions
- conventions associated with presenting a reasoned argument
- relationship between form and meaning.

### Contextual understanding

**Context**
- role of sociocultural context in production and reception
- influence of sociocultural values and beliefs on production and response
- cultural values in narratives.

**Purpose**
- understanding that texts can be read for purposes different from those for which they were created
- influence of language on the circulation of ideas in society and in creating dominant and subordinate understandings of the world
- influence of dominant and subordinate world understandings on how people read and respond to texts
- relationship between language and ideology
- representations as versions of reality
- the relationship between representations and social interests and power relationships.

**Audience**
- target audiences; audience positioning
- influence of sociocultural background on audience responses to and interpretations of texts.

### Processes and strategies

**Accessing and generating ideas and information**
- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts.

**Processing and organising ideas and information**
- notemaking, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies
- reconstructing information and ideas in different forms, for different purposes and audiences
- maintaining comprehension when dealing with more complex language
- comparing, contrasting, evaluating and synthesising ideas in different texts to arrive at own conclusion
- identifying selection, omission and emphasis
- reading on different levels
- applying different reading practices
- constructing alternative representations in line with one's own views and interests.

**Reflection and evaluation**
- strategies for assessing the effectiveness of one's use of language
- identifying gaps in skills and methodologies for improvement
- reflecting on the role of one's own context, values and beliefs when interpreting and producing language
- identifying and critiquing attitudes, values and beliefs associated with particular representations; challenging representations.

## Compulsory text types

Students studying this unit in their final year are required to use the text types for the WACE examination listed on page 6.

The Stage 2 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

Students studying this unit in Year 11 are not constrained by the compulsory text type list for the Stage 2 examination.

# Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 2 | Type of assessment |
|---|---|
| 20–40% | **Response/Investigation**<br>Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation. Investigation of experiences, issues, texts, audiences, representations, situational contexts, cultural contexts, language practitioners e.g. writers, producers. Responses to discussions, speeches, interviews, multimedia presentations, videos, films, television productions, books, articles, stories, poetry, drama, pamphlets, posters. Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions. Types of evidence may include: Observation checklists, Evaluation tools (self, peer), Journal, PowerPoint, video, audio recording, multimedia, writing. |
| 20–40% | **Production**<br>**Written and/or visual production**<br>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, formal essays, narratives, scripts, poetry, multimedia presentations, videos, comics, story boards, advertisements and posters. Types of evidence may include: Observation checklists, Evaluation tools (self, peer), Journal, PowerPoint, video, writing folios. |
| 10–20% | **Oral participation/production**<br>Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions. Participation in and/or production of group discussions, panel discussions, interviews, role-play, debates, workplace activities requiring oral interaction, seminars, tutorials, informal speeches, formal speeches. Types of evidence may include: Observation checklists, Evaluation tools (self, peer), Interview notes, video, audio recording. |
| 10–30% | **School examination**<br>The school examination will assess work covered in the unit/s completed, using questions requiring response and production. |

# UNIT 2CENG

## Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **language and communities**. Students develop an understanding of the way language operates in a community (e.g. workplaces, subcultures, sporting groups, interest groups, professions, political groups, religious groups etc.) to transmit understandings, create identities, establish power and operate effectively.

Students will examine a range of texts and text types to explore the ways a community may create its own language structure in order to influence attitudes and values. They will also examine how language structures/protocols can be used to marginalise, privilege and/or exclude individuals and subgroups.

## Suggested learning contexts
Within the broad area of **language and communities**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: e.g. hobbies, interests, sports, family and relationships.
- Workplace: e.g. Unions and hierarchies.
- Social: e.g. peer groups, sporting groups and action groups.
- Cultural: power relationships, gender, subcultures and belief systems.
- Political: student councils, local councils, regulatory boards and environmental groups.

## Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

## Conventions

**Word usage and grammatical conventions**
- tone
- vocabulary
- syntax and punctuation
- spelling
- identifying and using nuances of connotation
- the use of connotation for persuasive purposes
- shaping language for persuasive effect for different audiences.

**Textual conventions**
- conventions associated with presenting arguments
- generic conventions associated with texts used to affect attitudes and effect social change within a community.

## Contextual understanding

**Context**
- taking into account context when attempting to influence attitudes and to effect social change within a community
- evaluating texts for appropriateness to context
- power relationships reflected and reinforced or challenged by particular uses of language.

**Purpose**
- taking into account and clarifying purpose when attempting to affect attitudes and effect social change within a community
- identifying and, if appropriate, challenging dominant ways of thinking about a topic
- presenting alternative ways of thinking in line with one's own views.

**Audience**
- taking into account audience expectations, attitudes, experience and knowledge when attempting to affect attitudes and effect social change within a community
- reasons for varying interpretations.

## Processes and strategies

**Accessing and generating ideas and information**
- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts.

**Processing and organising ideas and information**
- note-making, planning, conferencing, drafting, revising, editing and rehearsal strategies
- supporting opinions and responses with details and explanations
- maintaining comprehension when dealing with complex language
- comparing, contrasting, evaluating and synthesising ideas and viewpoints in different texts to arrive at own conclusion.

**Reflection and evaluation**
- strategies for assessing the effectiveness of one's use of language
- identifying gaps in skills and methodologies for improvement
- seeking and using feedback
- goal-setting

- identifying and critiquing attitudes, values and beliefs associated with particular uses of language.

## Compulsory text types

Students studying this unit in their final year are required to use the text types for the WACE examination listed on page 6.

The Stage 2 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

Students studying this unit in Year 11 are not constrained by the compulsory text type list for the Stage 2 examination.

# Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 2 | Type of assessment |
|---|---|
| 20–40% | **Response/Investigation** <br> Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation. Investigation of experiences, issues, texts, audiences, representations, situational contexts, cultural contexts, language practitioners e.g. writers, producers. Responses to discussions, speeches, interviews, multimedia presentations, videos, films, television productions, books, articles, stories, poetry, drama, pamphlets, posters. Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions. Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing. |
| 20–40% | **Production** <br> **Written and/or visual production** <br> Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, formal essays, narratives, scripts, poetry, multimedia presentations, videos, comics, story boards, advertisements and posters. Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios. |
| 10–20% | **Oral participation/production** <br> Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions. Participation in and/or production of group discussions, panel discussions, interviews, role-play, debates, workplace activities requiring oral interaction, seminars, tutorials, informal speeches, formal speeches. Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording. |
| 10–30% | **School examination** <br> The school examination will assess work covered in the unit/s completed, using questions requiring response and production. |

# UNIT 2DENG

## Unit description

The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **language as representation**. Students develop an understanding of the way language is used to offer particular representations of topics, events, places or people. They will also consider how these responses are mediated by cultural/social structures.

They listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within textual representations.

Students will use language to explore how purpose, context and audience may influence the representations offered in texts.

## Suggested learning contexts

Within the broad area of **language as representation**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: personal understandings.
- Social: everyday social discourses.
- Vocational/academic: different vocations and disciplines.
- Cultural: literary, non-fiction and/or mass media texts.

## Unit content

This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

## Conventions

**Word usage and grammatical conventions**
- tone
- vocabulary
- syntax and punctuation
- spelling
- identifying and using nuances of connotation
- role of connotation in representing subjects and positioning audiences in particular ways
- relationship between sociocultural context and connotation.

**Textual conventions**
- effects of departure from, or manipulation of generic conventions
- conventions associated with presenting a reasoned argument
- relationship between form and meaning.

## Contextual understanding

**Context**
- role of sociocultural context in production and reception
- influence of sociocultural values and beliefs on production and response
- cultural values in narratives.

**Purpose**
- understanding that texts can be read for purposes different from those for which they were created
- influence of language on the circulation of ideas and in creating dominant and subordinate understandings of representations
- influence of dominant and subordinate understandings on how people read and respond to representations in texts
- relationship between language and ideology
- representations as versions of reality
- relationship between representations and social interests and power relationships.

**Audience**
- target audiences; audience positioning
- influence of sociocultural background on audience responses to and interpretations of texts.

## Processes and strategies

**Accessing and generating ideas and information**
- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts.

**Processing and organising ideas and information**
- note-making, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies
- reconstructing information and ideas in different forms, for different purposes and audiences
- maintaining comprehension when dealing with more complex language
- comparing, contrasting, evaluating and synthesising ideas in different texts to arrive at own conclusion
- identifying selection, omission and emphasis
- reading on different levels
- applying different reading practices
- constructing alternative representations in line with one's own views and interests.

**Reflection and evaluation**
- strategies for assessing the effectiveness of one's use of language
- identifying gaps in skills and methodologies for improvement
- reflecting on the role of one's own context, values and beliefs when interpreting and producing language
- identifying and critiquing attitudes, values and beliefs associated with particular representations; challenging representations.

## Compulsory text types

Students studying this unit in their final year are required to use the text types for the WACE examination listed on page 6.

The Stage 2 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

Students studying this unit in Year 11 are not constrained by the compulsory text type list for the Stage 2 examination.

# Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 2 | Type of assessment |
|---|---|
| 20–40% | **Response/Investigation**<br>Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation. Investigation of experiences, issues, texts, audiences, representations, situational contexts, cultural contexts, language practitioners e.g. writers, producers.<br>Responses to discussions, speeches, interviews, multimedia presentations, videos, films, television productions, books, articles, stories, poetry, drama, pamphlets, posters. Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions.<br>Types of evidence may include: Observation checklists, Evaluation tools (self, peer), Journal, PowerPoint, video, audio recording, multimedia, writing. |
| 20–40% | **Production**<br>**Written and/or visual production**<br>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, formal essays, narratives, scripts, poetry, multimedia presentations, videos, comics, story boards, advertisements and posters.<br>Types of evidence may include: Observation checklists, Evaluation tools (self, peer), Journal, PowerPoint, video, writing folios. |
| 10–20% | **Oral participation/production**<br>Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions. Participation in and/or production of group discussions, panel discussions, interviews, role-play, debates, workplace activities requiring oral interaction, seminars, tutorials, informal speeches, formal speeches.<br>Types of evidence may include: Observation checklists, Evaluation tools (self, peer), Interview notes, video, audio recording. |
| 10–30% | **School examination**<br>The school examination will assess work covered in the unit/s completed, using questions requiring response and production. |

# UNIT 3AENG

## Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **language and identity**. Students examine constructions of identity, for example, those associated with age, gender, class, ethnicity, religion and occupation that are intimately related to social, cultural and political contexts.

Students study the way in which identities are expressed, constructed, represented and critiqued through language. They examine the relationships between people's sense of identity and the way in which they use language and view themselves, other people and the world in which they live.

Students learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other.

Students develop oral, visual and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity.

## Suggested learning contexts
Within the broad area of **language and identity**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: expressions of identity.
- Social: students' membership of particular social groups and representations of different social contexts; language and representations of identity associated with members of other social groups.
- Vocational/academic: particular vocations e.g. those associated with current work/study or future aspirations.
- Cultural: representations of identity in literary, non-fiction and/or mass media texts.

## Unit content
It is recommended that students studying Stage 3 have completed Stage 2 units.

This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

## Conventions

### Word usage and grammatical conventions
- tone
- vocabulary
- syntax and punctuation
- spelling
- role of word usage and grammatical conventions in constructing conceptions of identity and otherness
- relationship between sociocultural context, language and identity.

### Textual conventions
- language conventions associated with constructions of identity, for example, the role of connotation in reflecting and shaping ideas
- relationship between generic conventions and conceptions of identity.

## Contextual understanding

### Context
- influence of situational, social and economic contexts on production and reception of constructions of identity
- influence of previous and co-existing texts on constructions of identity.

### Purpose
- comprehending and composing texts in terms of conceptions of identity
- constructions of identity as social, rather than individual
- situational, social, political, economic and cultural purposes served by constructions of identity and otherness
- dominant and subordinate ideologies
- challenges to dominant constructions of identity.

### Audience
- role of audiences in influencing constructions of identity and otherness
- influence of situational and sociocultural context on audience responses
- ability of audiences to challenge/resist constructions of identity.

## Processes and strategies

**Accessing and generating ideas and information**
- use of a variety of reading practices
- productive reading strategies such as overviewing, scanning and skimming
- note-making
- oral protocols associated with resolving disagreements or conflicts
- resistant reading, writing, viewing and oral practices.

**Processing and organising ideas and information**
- note-making, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies
- comparing and synthesising ideas and language in texts
- comparing constructions of identity and otherness
- reconstructing information and ideas in different forms, for different purposes and audiences
- maintaining comprehension when dealing with more complex language
- comparing, contrasting, evaluating and synthesising ideas in different texts to arrive at own conclusion
- identifying selection, omission and emphasis
- identifying and critiquing nuances of word usage and grammatical conventions
- reading on different levels.

**Reflection and evaluation**
- reflection on the influence of language on construction of identity
- the influence of culture on construction of identity and the influence of identity on one's use of language
- critiquing and evaluating constructions of identity and otherness
- reflection on one's own use of language in relation to identity
- reflection on the influence of situational and sociocultural influences on one's own use of language and conceptions of identity.

## Compulsory text types

Students studying this stage in their final year are required to use the text types for the WACE examination listed on page 6.

The Stage 3 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

# Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 3 | Type of assessment |
|---|---|
| 20–40% | **Response/Investigation**<br>Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation. Investigation of experiences, issues, texts, audiences, representations, situational contexts, cultural contexts, language practitioners e.g. writers, producers.<br>Responses to discussions, speeches, interviews, multimedia presentations, videos, films, television productions, books, articles, stories, poetry, drama, pamphlets, posters. Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing. |
| 20–40% | **Production**<br>**Written and/or visual production**<br>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, formal essays, narratives, scripts, poetry, multimedia presentations, videos, comics, story boards, advertisements and posters.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios. |
| 10–20% | **Oral participation/production**<br>Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions.<br>Participation in and/or production of group discussions, panel discussions, interviews, role-play, debates, workplace activities requiring oral interaction, seminars, tutorials, informal speeches, formal speeches.<br>Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording. |
| 10–30% | **School examination**<br>The school examination will assess work covered in the unit/s completed, using questions requiring response and production. |

# UNIT 3BENG

## Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is **language and ideas**. Students explore the way language is used to present ideas and how this varies among particular fields, genres and discourses. They examine the discursive and generic conventions, approaches to interpretation and presentation associated with selected fields, vocations and/or discourses and the ways in which these differ from each other.

Students learn how the use of language, the presentation of knowledge and the representation of ideas vary across particular fields, genres and/or discourses. Students consider the possible assumptions underlying the way in which language is used, in which knowledge is presented and in which ideas are represented. They consider the possible attitudes, values and ideologies associated with those assumptions. Choice of language might imply particular attitudes; the way knowledge is presented might be the product of particular values; and the way an idea is represented in a text might have been influenced by a particular ideology.

Students learn to use their understanding of the ways in which language is used, knowledge is presented and ideas are represented to create their own texts in various fields, genres and discourses. Students learn that their own texts promote and are influenced by particular attitudes, values and ideologies.

## Suggested learning contexts
Within the broad area of **language and ideas**, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: personal constructions of ideas.
- Social: everyday social discourses.
- Vocational/Academic: different vocations and disciplines.
- Cultural: different approaches to literary and cultural studies.

## Unit content
It is recommended that students studying Stage 3 have completed Stage 2 units.

This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

### Conventions

**Word usage and grammatical conventions**
- tone
- vocabulary
- syntax and punctuation
- spelling
- variations in word usage and grammatical conventions among disciplines, vocations and/or theoretical approaches
- levels and nature of connotation in language associated with different disciplines, vocations and/or contexts.

**Textual conventions**
- variations in generic conventions among fields, discourses and/or contexts, such as tone, voice and mode of address
- oral protocols in resolving disagreements or conflicts.

### Contextual understanding

**Context**
- relationship between context and specialist language
- effect of context on approaches to ideas such as its role in valuing particular areas of investigation, forms of evidence and modes of presentation.

**Purpose**
- purpose/s of texts associated with particular fields, discourses and/or contexts
- influence of particular approaches to ideas and uses of language on the circulation of ideas in society and in creating dominant and subordinate understandings of the nature of the world
- relationships among approaches to ideas, language and ideology
- variations in what are considered appropriate sources of information and forms of evaluation among different fields, discourses and/or contexts.

**Audience**
- assumptions about audiences for texts associated with particular fields, discourses and/or contexts.

## Processes and strategies

**Accessing and generating ideas and information**
- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, ideas or concepts
- variations in definitions of what constitutes an object of inquiry or problem among different fields, discourses and/ or contexts
- assessing authority and reliability of sources
- dealing with conflict and disagreement.

**Processing and organising ideas and information**
- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, ideas or concepts
- adopting different reading practices
- comprehending and using complex syntax
- comprehending and producing complex textual, linguistic and/or semantic patterns
- discerning and interpreting linguistic and cultural nuances and complexities
- identifying and using specialist generic conventions
- synthesising ideas from a range of sources
- identifying gaps and silences.

**Reflection and evaluation**
- note-making, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies
- evaluating coherence and consistency of ideas
- evaluating use of evidence, logic and argumentation
- comparison of texts
- identifying and evaluating implicit assumptions, beliefs and values
- critiquing texts in terms of contextual influence
- evaluating texts in terms of their possible social impact.

## Compulsory text types

Students studying this stage in their final year are required to use the text types for the WACE examination listed on page 6.

The Stage 3 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

# Assessment

The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

| Weighting Stage 3 | Type of assessment |
|---|---|
| 20–40% | **Response/Investigation** Demonstration of comprehension and interpretation of oral/visual/written texts. Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation. Investigation of experiences, issues, texts, audiences, representations, situational contexts, cultural contexts, language practitioners e.g. writers, producers. Responses to discussions, speeches, interviews, videos, films, television productions, books, articles, stories, poetry, drama, pamphlets, posters. Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions. Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing. |
| 20–40% | **Production** **Written and/or visual production** Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, formal essays, narratives, scripts, poetry, multimedia presentations, videos, comics, story boards, advertisements and posters. Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios. |
| 10–20% | **Oral participation/production** Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions. Participation in and/or production of group discussions, panel discussions, interviews, role-play, debates, workplace activities requiring oral interaction, seminars, tutorials, informal speeches, formal speeches. Types of evidence may include: observation checklists, evaluation tools (self, peer), Interview notes, video, audio recording. |
| 10–30% | **School examination** The school examination will assess work covered in the unit/s completed, using questions requiring response and production**.** |

**Examination details
Stage 2 and Stage 3**

# English
## Examination design brief
## Stage 2

**Time allowed**
Reading/planning time before commencing work:   ten minutes
Working time for paper:                         three hours

**Permissible items**
Standard items:     pens, pencils, eraser, correction fluid, ruler, highlighters
Special items:      nil

**Additional information**
Primary references in the Reading and Viewing sections of the examination must be drawn from the text types listed for Stage 2 on page 6 of the syllabus. Please see Appendix 2: Glossary for clarification of text types.

| Section | Supporting information |
|---|---|
| **Section One**<br>**Reading**<br>33.3% of the total examination<br><br>Two questions<br><br>Suggested working time: 60 minutes | The questions require the candidate to demonstrate their reading skills in relation to the unseen stimulus material and to written texts studied.<br><br>The stimulus material is selected from one or more examples of the written text types listed for Stage 2. These materials could incorporate still images.<br><br>One question relates to the unseen stimulus material.<br>One question relates to written texts studied.<br>Both questions could be scaffolded to provide explicit direction to the candidate. |
| **Section Two**<br>**Writing**<br>33.3% of the total examination<br><br>One question from a choice of four to six<br><br>Suggested working time: 60 minutes | The questions require the candidate to demonstrate their writing skills by choosing form/s of writing appropriate to specific audiences, contexts and purposes.<br><br>Approximately half of the questions require the candidate to refer specifically to texts they have studied. In responses that require reference to texts studied, the candidate's primary reference is not restricted to the text types listed for Stage 2; the candidate may refer to any text or text type studied that is relevant to the candidate's response. |
| **Section Three**<br>**Viewing**<br>33.3% of the total examination<br><br>One question from a choice of two<br><br>Suggested working time: 60 minutes | The questions require the candidate to demonstrate their viewing skills in relation to the unseen stimulus material and to visual texts studied.<br><br>The stimulus material is selected from two or more examples of the visual text types listed for Stage 2.<br><br>Each question has two parts. Part A in each question relates to the unseen stimulus material. Part B in each question relates to visual texts studied.<br><br>Questions could be scaffolded to provide explicit direction to the candidate. |

# English
## Examination design brief
## Stage 3

**Time allowed**
Reading/planning time before commencing work:    ten minutes
Working time for paper:                                    three hours

**Permissible items**
Standard items:      pens, pencils, eraser, correction fluid, ruler, highlighters
Special items:        nil

**Additional information**
Primary references in the Reading and Viewing sections of the examination must be drawn from text types listed for Stage 3 on page 6 of the syllabus. Please see Appendix 2: Glossary for clarification of text types.

| Section | Supporting information |
|---|---|
| **Section One**<br>**Reading**<br>33.3% of the total examination<br><br>Two questions<br><br>Suggested working time: 60 minutes | The questions require the candidate to demonstrate their reading skills in relation to the unseen stimulus material and to written texts studied.<br><br>One question must relate to the unseen stimulus material.<br><br>The stimulus material is selected from one or more examples of the written text types listed for Stage 3. These materials could incorporate still images. |
| **Section Two**<br>**Writing**<br>33.3% of the total examination<br><br>One question from a choice of four to six<br><br>Suggested working time: 60 minutes | The questions require the candidate to demonstrate their writing skills by choosing form/s of writing appropriate to specific audiences, contexts and purposes.<br><br>Approximately half of the questions require the candidate to refer specifically to texts they have studied. In responses that require reference to texts studied, the candidate's primary reference is not restricted to the text types listed for Stage 3; the candidate may refer to any text or text type studied that is relevant to the candidate's response. |
| **Section Three**<br>**Viewing**<br>33.3% of the total examination<br><br>One question from a choice of two<br><br>Suggested working time: 60 minutes | The questions require the candidate to demonstrate their viewing skills in relation to the unseen stimulus material and to visual texts studied. The stimulus material is selected from two or more examples of the visual text types listed for Stage 3. |

# Appendix 1: Grade descriptions

# Grade descriptions
**English**
**Stage 1**

| **A** | Demonstrates control of language conventions to achieve clarity. |
|---|---|
| | Demonstrates an understanding of purpose, audience and genre in producing and responding to texts. |
| | Demonstrates understanding of the significance of context in producing and making meaning/s of texts. |
| | Organises responses clearly and makes appropriate references to other texts. |

| **B** | Demonstrates control of most language conventions which achieves some clarity. |
|---|---|
| | Demonstrates awareness of purpose, audience and genre in producing and making meaning of texts. |
| | Demonstrates an awareness of context in producing and responding to texts. |
| | Attempts to organise ideas into a logical structure and draws on some appropriate supporting evidence. |

| **C** | Demonstrates some control of language conventions. |
|---|---|
| | Demonstrates some awareness of purpose and audience and meets the basic requirements of the task and genre. |
| | Demonstrates some awareness of context in addressing familiar aspects of the topic or task. |
| | Attempts to organise ideas but includes little supporting evidence. |

| **D** | Demonstrates limited control of language conventions. |
|---|---|
| | Demonstrates limited awareness of purpose and audience and meets few of the requirements of the task. |
| | Generally demonstrates literal understanding of texts and little or no awareness of context. |
| | Records ideas without clear organisation. |

| **E** | Demonstrates very limited control of language conventions. |
|---|---|
| | Does not meet the requirements of the task. |
| | Demonstrates little or no evidence of understanding the texts. |
| | Offers ideas that are not related or are disconnected. |

# Grade descriptions
**English**
**Stage 2**

| A | Demonstrates sustained control of language conventions for precision and fluency, and manipulates language for effect. |
|---|---|
| | Demonstrates a clear understanding of purpose, audience and genre in producing and responding to texts. |
| | Demonstrates understanding of contexts to produce and make critical judgments about texts. |
| | Develops well-structured responses that make meaningful connections between texts. May make connections between texts and own experiences. |

| B | Demonstrates control of language conventions for clarity and appropriateness. |
|---|---|
| | Demonstrates an understanding of purpose, audience and genre in producing and responding to texts. |
| | Demonstrates understanding of the significance of context in producing and making meaning/s of texts. |
| | Organises responses clearly and makes appropriate references to other texts. May include references to own experiences. |

| C | Generally demonstrates appropriate use of language conventions. |
|---|---|
| | Demonstrates awareness of purpose, audience and genre and, where appropriate, adapts generic conventions but with limited success. |
| | Demonstrates an awareness of context in producing and responding to texts. |
| | Attempts to organise ideas into a logical structure and draws on some supporting evidence. |

| D | Demonstrates some control of language conventions. |
|---|---|
| | Meets the basic requirements of the task and the genre, but shows limited awareness of purpose and audience. |
| | Demonstrates limited awareness of context in addressing familiar aspects of the topic or task. |
| | May attempt to organise ideas but includes little supporting evidence. |

| E | Demonstrates limited control of language conventions. |
|---|---|
| | Meets few of the requirements of the task. |
| | Demonstrates literal understanding of texts and little or no awareness of context. |
| | Offers ideas that are not related or are disconnected. |

# Grade descriptions
## English
## Stage 3

| A | Demonstrates sustained control of sophisticated language conventions, varying expression to manipulate language for effect. |
|---|---|
| | Demonstrates a sophisticated understanding of purpose, audience and genre in producing and responding to complex texts. |
| | Demonstrates understanding of a variety of contexts and synthesises understandings to produce and make critical judgments about texts. |
| | Develops structures to manipulate audience responses and makes meaningful connections between a variety of texts. |

| B | Demonstrates control of language conventions for clarity, variety and fluency, and manipulates language for effect. |
|---|---|
| | Demonstrates a clear understanding of purpose, audience and genre in producing and responding to texts. |
| | Demonstrates understanding of contexts to produce and make critical judgments about texts. |
| | Develops well-structured responses that make meaningful connections between texts. |

| C | Demonstrates control of most language conventions for clear communication. |
|---|---|
| | Demonstrates an understanding of purpose, audience and genre in producing and responding to texts. |
| | Demonstrates some understanding of the significance of context in producing and making meaning/s of texts. |
| | Develops clear responses and makes appropriate references to other texts; may include references to familiar experiences. |

| D | Generally demonstrates appropriate use of language conventions. |
|---|---|
| | Demonstrates awareness of language requirements and of genre, but shows limited understanding of purpose and audience. |
| | May demonstrate awareness of context in addressing familiar aspects of the topic or task. |
| | May attempt to organise ideas but includes little supporting evidence. |

| E | Demonstrates some control of language conventions. |
|---|---|
| | Meets few requirements of the task. |
| | Generally demonstrates literal understanding of texts and little or no understanding of context. |
| | Offers ideas that are not related or are disconnected. |

# Appendix 2: Glossary

# Glossary

The following definitions are to be used in interpreting this course document. Text type categories are used for convenience only. Many texts fall into more than one category. Students learn that the boundaries between text categories are blurred and subject to debate.

**A complex text:** texts that typically are produced for adult audiences as distinct from texts written for adolescent audiences. These texts may have complex structures or deal with complex information that a typical fifteen year old student would not normally be expected to understand easily.

**An extensive range of texts:** at least four texts.

**A range of texts:** at least three texts.

**A small range of texts:** at least two texts.

**Assumptions:** understandings or ways of seeing the world that are taken for granted by particular individuals or social groups.

**Attitudes:** an outlook or a specific feeling about something. Our values underlie our attitudes. Attitudes can be expressed by what we say, do and wear.

**Audience:** is one or more person(s) listening to, reading or viewing a text. The implied audience is the audience a writer or producer had in mind when the text was produced.

**Auditory codes:** in this course, the term is used specifically to categorise elements such as music, sound effects and silence in films or dramatic performances.

**Australian texts:** in this course, the term refers to a written text written by an Australian. Viewing texts produced by a crew which is principally Australian or viewing texts dealing with Australian issues can be defined as Australian.

**Beliefs:** something held to be a truth without the support of evidence that allows positive knowledge. Although this word is often used in tandem with 'values', beliefs are not the same as values. Our values underlie our beliefs. We sometimes use symbols to openly demonstrate our beliefs.

**Class:** in this course, the term is interpreted to refer to the social status of a person or group of people in society. Social status may be decided by a combination of factors such as occupation, wealth, parenthood.

**Codes:** in this course, the word is to be interpreted as a system of rules established within a text used to position the audience/reader to accept a particular meaning. When understandings of the use of a code become widespread, it becomes a convention. The word 'codes' is at the centre of discussion about how readers read. Do readers decode a sign to find a message, or do readers engage in interpretation to generate a new meaning? The course allows for both approaches.

**COMPIC:** a library of clear and easily understood drawings, called pictographs, which convey information.

**Context:** context may refer to the environment in which the text was produced, the environment in which the text is set or the environment in which the text is read. The environment may be social, political, historical, philosophical, or physical or a combination of these.

**Conventions:** generally accepted rules, usage or standard formats employed in structuring texts, which are evident in a number of different texts. Conventions allow readers/viewers to make meaning of texts more readily if they have a knowledge of the conventions used in the text. Conventions can be seen as codes that have become widely acknowledged.

**Critical awareness:** the ability to make thoughtful and skillful judgements, which are distanced from the reader's own prejudices, about a text.

**Cultural context:** the shared and competing, beliefs, values, attitudes, knowledge and practices which operate in a particlar time and place.

**Demanding texts:** texts that we would expect an average 15 year old student would find very difficult to understand. The difficulty could arise from the vocabulary used, the structure or the content.

**Discourse:** in this course the word is interpreted to focus on a set of assumptions that govern how we communicate our beliefs and values to others about specific topics.

**Discursive text:** in this course, the term refers to a text that employs a reasoned argument to present ideas on a topic but where the writing may cover a range of ideas and be more digressive.

**Dominant discourse:** the set of assumptions that the powerful in society hold. This discourse is usually accepted by the majority of society as they see it in their best interests to support that particular discourse.

**Essay:** a form of writing that presents knowledge centred on a single hypothesis. The essay can be divided into two major forms, the didactic essay and the discursive essay. It's possible for an essay to demonstrate the characteristics of a number of different forms.

- **Didactic essay:** in this course the word refers to a broad form of the essay that has an educative or academic focus. Within this broad form are discussion essays, analytical essays, comparative essays and argumentative essays. Didactic essays are sometimes called formal essays.

  - **Analytical essay:** a type of essay that fits under the broad category of the didactic essay, which presents in-depth analysis of a particular text or idea. This form of essay is sometimes called a discussion essay.
  - **Argumentative essay:** a form of the broad category of the didactic essay, which puts forward points for or against a topic. The focus is on logic and reason where opposing points of view are presented. The essay should reach a reasoned conclusion that takes a particular view of the topic. This form of essay is sometimes called a discussion essay.
  - **Comparative essay:** a type of essay that fits under the broad category of the didactic essay, which basically compares one text or idea with another. This form of essay may be called a discussion or argumentative essay.
  - **Discussion essay:** a form of the broad category of the didactic essay that explores a particular topic and reaches a reasoned conclusion on that topic. This form of essay is sometimes called an argumentative essay.
  - **Formal essay:** this term usually refers to an essay that falls into the broad category of the didactic essay that is used for academic purposes. Discussion, analytical, comparative, and argumentative essays are usually regarded as formal essays.

- **Discursive essay:** a broad form of essay where the writing is more digressive than in a tightly structured analytical essay. Expository essays, opinionative essays and narrative essays fall under the broad heading of discursive essay. This form of essay may appear in newspapers or magazines as a feature article. Discursive essays are sometimes called informal essays.

  - **Expository essay:** a form of the broad category of the discursive essay, which exposes an idea or topic to the reader. The essay structure is not as tightly controlled as in a didactic essay and may be strongly stamped with the writer's personal views.
  - **Informal essay:** this term usually refers to an essay that falls into the broad category of the discursive essay that is used for writing about topics of general interest. Expository, opinionative and narrative essays are usually regarded as informal essays. This form of essay may appear in newspapers or magazines as feature articles.
  - **Narrative essay:** a form of the broad category of the discursive essay that relates a particular occurrence in the writer's life. The essay may conclude with an opinion about the events described.
  - **Opinionative essay:** a form of the broad category of the discursive essay, that presents the writer's personal opinions or judgements on a particular topic. The distinction between this form of essay and the expository essay is quite subtle.

**Everyday texts:** are those that form part of people's daily social and working lives.

**Expository written text:** a form of text that is used to convey information. This category can include but is not limited to, feature articles, discussion essays, academic essays, newspaper articles, websites, blogs, reports, which are shaped to position their reader. Expository texts can be extended book length texts.

**Expository writing:** a form of writing which conveys primarily information.

**Fields:** this word is used in Unit 3B in relation to 'fields of study' or 'fields of knowledge'. Field in this sense corresponds with 'areas' or 'disciplines'.

**Film:** this can include, but is not limited to, feature films, documentary films, art house films, short films, YouTube films, workplace training films.

**Film codes:** in this course, the term is used restrictively to refer to elements such as visual language and aspects such as framing, camera movement, editing, sound and costuming (also called film language).

**Gaps:** refer to parts of the text that are silent on particular issues or minority groups. For example, a text might be silent on the role of women in society. Readers might use their past experience or understanding of society to 'fill in' the gaps.

**Gender:** in this course, the term refers to the characteristics ascribed to the masculine and feminine by society.

**Generic features:** the characteristics that are typical for a particular text type.

**Genre:** derived from the French word meaning 'type'. Genres can be broad categories such as novels, drama or poetry or they can be quite specific types such as 'the detective novel'. The categories of genres are fluid and change depending on who is using them and the context in which they are being used.

**Graphical representations:** where a teacher or student uses mind map strategies such as diagrams, flow charts, wagon wheels and explosion charts to present ideas about a text.

**Graphophonic:** the patterns of relationships between letters and sound.

**Group discussion:** where a number of students interract verbally and non-verbally with each other to explore particular issues or topics. The size of the group may vary from two or three students to a whole class. Teacher-led discussions are group discussions, but group discussions may also occur without the teacher's active participation.

**Hegemony:** a social structure where the dominant group remains in its position of power with the acquiescence of less powerful groups below.

**Highly complex conventions:** conventions used in a text such as the use of polyphonic voices, complex symbolism, or conventions and structures from one genre that are adapted for another genre. Typically, the use of highly complex conventions may make a text inaccessible to an average fifteen year old reader.

**Hypertext:** the use of of linked verbal and non-verbal information on an electronic page.

**Ideas:** in this course the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.

**Identity:** The course views identity as a construct. Identities include those associated with age, gender, class, race, nationality, ethnicity, religion and occupation and intersections of these.

**Ideology:** in this course, the word is understood as a collectively held system of ideas that allows us to look at and interpret the world as 'normal'. Ideology is usually demonstrated by stated beliefs and practices. Ideology constructs a complex pattern or framework to unify a view of the world, but outsiders may see contradictions within this view. Discourse and mythology operate within an ideology. It should be noted that different theoretical positions will attach quite different meanings to this word.

**Ideological framework:** a framework that promotes an ideology (see Ideology).

**Imaginative writing:** fictional writing, usually in a short story or novel, but may also be used periodically in texts such as feature articles or essays. This type of writing is sometimes called 'creative writing' by teachers. The term 'creative writing' is not used in this course as it has connotations that a student's 'creativity' can be assessed. Imaginative writing tasks may be set by teachers to assess a student's control and knowledge of language and generic conventions. In such tasks, teachers should not attempt to assess the 'quality' of a student's imagination or creativity.

**Informational texts:** a broad category of texts used in Stage 1. Informational texts are those produced to impart information, or viewed or read to gain information. Texts such as, but not limited to, job guides, textbooks, feature articles, grammar books and instructional films.

**Literary texts:** includes a wide variety of creative and imaginative writing that contributes to an appreciation of students' own cultural heritages and those of other cultures. The definition of what is literary is subject to debate and is dependent on the values held by the person making the decision.

**Literary theories:** this course recognises that there are different ways to read texts and make meaning or interpret them. The major literary theories are systems of thought that adopt readings based on marxist, feminist, postcolonial, psychoanalytical, new criticism or generic approaches. Typically students will use one or a combination of approaches in reading or viewing texts.

**Mass media texts:** are those produced and disseminated by the mass media such as newspapers, magazines and television programs.

**Multimedia texts:** are texts such as websites that feature both printed and filmed material.

**Metacognitive:** the process of thinking about how we think and make meaning.

**Mode:** a language mode may be written, spoken, visual, non-verbal or auditory (such as movie sound effects).

**Momentum:** a word used to describe whether the writing of a text, or the filming of a film, maintains its impetus and is characterised by a uniform quality.

**Multimodal texts:** multimodal texts use more than one language mode. Websites, for example, may use a combination of written, auditory and visual modes.

**Mythology:** stories, images or beliefs that explain and define a society's constructed view of itself.

**Naturalisation:** the process where values, attitudes and beliefs presented in a text become so familiar that their cultural and historical specificity is obscured and they appear 'normal' or 'natural'. The possibility of challenging or questioning these values, beliefs and attitudes then becomes less likely. For example, television programs in the 1950s often represented married women as housewives and men as 'breadwinners'; in other words, the roles of women and men were naturalised. With the benefit of historical hindsight, we understand that these roles were cultural not natural.

**Non-verbal language:** includes facial expressions, gestures, body movement and proximity.

**Oral participation/production:** one of the types of assessment listed in the course. Students completing a unit must be assessed on their participation in one or more oral interactions, or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions.

**Oral protocols:** in this course the term refers to the accepted customs, regulations and/or etiquette concerning the way oral language is used to communicate effectively in particular contexts.

**Oral texts:** these may include, but are not limited to, prepared speeches, impromptu speeches, talks, debates, group discussions, recorded dialogue, panel discussions, tutorials, class discussions, role plays, interviews, questioning and responding.

**Panel discussion:** a group of participants who hold a discussion amongst themselves which can be listened to by an audience.

**Personal recounts:** sometimes called personal accounts or anecdotes, which are written or visual representations or speaking which describe events, ideas or people from a personal perspective.

**Popular culture:** refers to the culture which is enjoyed by large numbers of people within a society but which may not be the preferred culture of all groups within that society. Hollywood films, television shows and pulp fiction are generally described as examples of popular culture texts.

**Primary reference:** this term is used in the context of the examination details. A primary reference is the text most referred to by a candidate when writing an examination answer, where the reference to the text forms a significant part of the answer.

**Production task:** one of the types of assessment listed in the course. Students completing a unit must be assessed on their production of one or more written and/or visual texts demonstrating understanding of writing and/or viewing concepts and processes.

**Reading:** the process of making meaning of text. This process draws on a repertoire of social, cultural and cognitive resources. Reading occurs in different ways, for different purposes, in a variety of public and domestic settings. Reading is therefore a cultural, economic, ideological, political and psychological act. The term applies to the act of reading print texts or the act of viewing a film or static image.

**Readings:** are particular interpretations of a text.

- **Alternative readings:** readings that focus on the gaps and silences in texts to create meanings that vary from those meanings that seem to be foregrounded by the text. Resistant readings are alternative readings. The classification of readings into alternative, resistant or dominant is quite arbitrary, depending on the ideology held by the reader.

- **Dominant reading:** is the reading that seems to be, for the majority of people in society, the natural or normal way to interpret a text. In a society where there are strongly competing discourses (i.e. most societies), the definition of what is a dominant reading depends on the ideology of the person making the decision. The classification of readings into dominant, alternative, or resistant is quite arbitrary, depending on the ideology held by the reader.

- **Resistant reading:** a way of reading or making meaning from a text which challenges or questions the assumptions underlying the text. Resistant readings employ a discourse different from the discourse that produces the dominant reading. The classification of readings into alternative, resistant or dominant is quite arbitrary, depending on the ideology held by the reader.

**Reading context:** the ideologies of a particular cultural group that operate at the time a text is being read.

**Reading practice:** the process we use to make meaning of a text, whether it is a written or visual text. This process is sometimes called a reading strategy. The particular values, assumptions and beliefs a reader or viewer holds will determine the particular meaning the reader or viewer makes from a text. Readers or viewers may consciously choose to use a reading practice by reading or viewing a text from a particular ideological perspective. When this is done it is possible to construct a reading that creates a different meaning of the text to that created by another reading practice.

**Reception:** in this course, the term refers to a process where the reader actively makes meaning when reading or viewing a text using the reader's or viewer's knowledge of the genre and history of the text. This meaning may be constructed by the reader or viewer using personal experiences as a reference point but these meanings generally remain within certain limits set by the text.

**Repertoire:** is a range of skills or reading practices that a student is able to use.

**Representation:** refers to the way people, events, issues or subjects are presented in a text. The term implies that texts are not mirrors of the real world; they are constructions of 'reality'. These constructions are partially shaped through the writer's use of conventions and techniques.

**Response/Investigation task:** one of the types of assessment listed in the course. This response may include an investigation of the use of language in particular texts or contexts.

**Semiotics:** a way of reading a text where the focus is on culturally understood and shared signs that a text uses to make meaning.

**Silences:** are gaps in a text where the reader is not invited to consider or question certain social values or attitudes.

**Social context:** refers to the ideologies, class structures and modes of production including the values, attitudes and beliefs that exist in a society.

**Social conventions:** are the modes of behaviour that are deemed to be acceptable in society.

**Sophisticated syntactical structures:** the use of complex and compound sentences incorporating quotations and references to other sources.

**Speeches:** in the context of Stage 3 of this course, a speech is where a speaker delivers information verbally, using the conventions of spoken language, including persuasive language. The speech may be in transcript form thus becoming an example of a written text. A student delivering a speech in this stage should not deliver a speech by reading it. Transcripts from speeches may be used in the examination to test students' understandings of the conventions of spoken language.

**Spoken language:** includes stress, pitch, sound patterns and pronunciation. Auslan and other signing conventions can be classified as spoken language in this course.

**Stereotypes:** preconceived, standardised and oversimplified impression of characteristics deemed to be typical of a particular group. Stereotypes usually disempower certain groups and empower others.

**Static or still images:** may include but are not limited to photographs, posters, advertisements that are still images, film stills, book or magazine covers or drawings.

**Subvert:** in this course, the term is used to describe the process where the reader challenges and questions the assumptions that appear to be implicit in a text, or the ways of receiving/understanding a text which are in popular circulation.

**Text:** in this course the word is used broadly to cover literary or other structured works, which include non-linguistic and non-verbal or visual works. For example, a novel, a poem, a book of poems, a film, a photograph or a speech can be described as a text. Different theoretical perspectives may see a text as unified and unchanging, or as something which is created in the act of reading or viewing.

**Text types:** these are categories used for convenience in this course. Many texts fall into more than one category. Students learn that the boundaries between text categories are blurred and subject to debate.

**Theoretical framework:** where the creation or meaning of a text is dependent upon an understanding of a particular theory (see Literary theories).

**Tutorial:** a structured discussion facilitated by a student which involves oral contributions from other students. Students may run a tutorial for a small group of selected students or for a whole class.

**Television programs:** programs that are viewed on television such as but not limited to, news, current affairs, game shows, drama, lifestyle shows and comedy shows.

**Values:** notions that a person and/or social group hold to be correct or of some worth, such as family, freedom, and community responsibility. Although this word is often used in tandem with 'beliefs', values are not the same as beliefs. Values underlie our attitudes and beliefs. Values may be personal and/or cultural.

**Visual language:** includes graphic representation, still images and moving images.

**Visual texts:** this term is used instead of 'non-print'. In this course visual texts are texts that are viewed, such as, but not limited to, film, website images, posters, book and magazine covers, newspaper cartoons and photographs. Visual text types for each stage are listed on page 6 of the syllabus.

**Workplace texts:** texts that are typically used in the work place for communication. These may include phone calls, informal and formal meetings, discusssions, interviews, SMS, emails, memos, faxes, letters, pamphlets, diagrams, brochures, agendas, meeting minutes, instruction sheets, instructional videos, instructional presentations, circulars, advertising materials, instruction manuals, short reports, long reports, workplace contracts, workplace agreements, industrial agreements, industrial awards, industrial legislation, legal advice documents.

**Writing context:** the ideologies, structures and/or events that occurred at the time a text was produced.

**Written texts:** this term is used instead of 'print'. In this course written texts are defined as texts that consist totally of, or mostly of, the written or printed word e.g. a feature article with graphics. Written text types for each stage are listed on page 6 of the syllabus. Drama scripts and transcripts of oral texts are written texts.