NSW Syllabus
for the Australian
curriculum

NSW
EDUCATION
STANDARDS
AUTHORITY

English Studies

Stage 6
Syllabus

Original published version updated:
August 2017 – NESA Official Notice 28 August 2017 (NESA 34/17)

© 2017 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

The NESA website holds the ONLY official and up-to-date versions of these documents available on the internet. ANY other copies of these documents, or parts of these documents, that may be found elsewhere on the internet might not be current and are NOT authorised. You CANNOT rely on copies from any other source.

The documents on this website contain material prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form, or transmitted to any other person or stored electronically in any form without the prior written permission of NESA, except as permitted by the Copyright Act 1968.

When you access the material you agree:

- to use the material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire material without the prior permission of NESA.
- to acknowledge that the material is provided by NESA.
- to include this copyright notice in any copy made
- not to modify the material or any part of the material without the express prior written permission of NESA.

The material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

NESA has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer.

Phone: (02) 9367 8289
Fax: (02) 9279 1482
Email: copyright@nesa.nsw.edu.au

Published by
NSW Education Standards Authority
GPO Box 5300
Sydney NSW 2001
Australia

www.educationstandards.nsw.edu.au

DSSP–27614
D2016/58129

Contents

Introduction 4
English Studies Key 7
Rationale 9
The Place of the English Studies Stage 6 Syllabus in the K–12 Curriculum 11
Aim 13
Objectives 14
Outcomes 15
Year 11 Course Structure and Requirements 18
Year 12 Course Structure and Requirements 19
Modules and Levels of Challenge 20
Assessment and Reporting 21
Content 22
English Studies Year 11 Course Content 30
English Studies Year 12 Course Content 41
Modules 53
Glossary 69

Introduction

Stage 6 Curriculum

NSW Education Standards Authority (NESA) Stage 6 syllabuses have been developed to provide students with opportunities to further develop skills which will assist in the next stage of their lives.

The purpose of Stage 6 syllabuses is to:

- develop a solid foundation of literacy and numeracy
- provide a curriculum structure which encourages students to complete secondary education at their highest possible level
- foster the intellectual, creative, ethical and social development of students, in particular relating to:
  - application of knowledge, skills, understanding, values and attitudes in the fields of study they choose
  - capacity to manage their own learning and to become flexible, independent thinkers, problem-solvers and decision-makers
  - capacity to work collaboratively with others
  - respect for the cultural diversity of Australian society
  - desire to continue learning in formal or informal settings after school
- provide a flexible structure within which students can meet the challenges of and prepare for:
  - further academic study, vocational training and employment
  - changing workplaces, including an increasingly STEM focused (Science, Technology, Engineering and Mathematics) workforce
  - full and active participation as global citizens
- provide formal assessment and certification of students' achievements
- promote the development of students' values, identity and self-respect.

The Stage 6 syllabuses reflect the principles of the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, the reforms of the NSW Government *Stronger HSC Standards* (2016), and nationally agreed educational goals. These syllabuses build on the continuum of learning developed in the K–10 syllabuses.

The syllabuses provide a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes important for students to succeed in and beyond their schooling. In particular, the attainment of skills in literacy and numeracy needed for further study, employment and active participation in society are provided in the syllabuses in alignment with the *Australian Core Skills Framework (ACSF)*.

The Stage 6 syllabuses include the content of the Australian curriculum and additional descriptions that clarify the scope and depth of learning in each subject.

NESA syllabuses support a standards-referenced approach to assessment by detailing the important knowledge, understanding, skills, values and attitudes students will develop and outlining clear standards of what students are expected to know and be able to do. The syllabuses take into account the diverse needs of all students and provide structures and processes by which teachers can provide continuity of study for all students.

Diversity of Learners

NSW Stage 6 syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content, and demonstrate achievement of outcomes.

Students with special education needs can access the outcomes and content from Stage 6 syllabuses in a range of ways. Students may engage with:

- Stage 6 syllabus outcomes and content with adjustments to teaching, learning and/or assessment activities; or
- selected Stage 6 Life Skills outcomes and content from one or more Stage 6 Life Skills syllabuses.

Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that decisions are appropriate for the learning needs and priorities of individual students.

The *English Life Skills Stage 6 Syllabus* has been developed from the rationale, aim and objectives of the English Stage 6 syllabuses.

Further information can be found in support materials for:

- English Studies
- Special education needs
- Life Skills.

Gifted and Talented Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students.

Generally, gifted students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness. Gifted and talented students may also possess learning difficulties and/or disabilities that should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents and students with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students Learning English as an Additional Language or Dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of the *English Studies Stage 6 Syllabus* through that new language. They may require additional support, along with informed teaching that explicitly addresses their language needs.

The *ESL Scales* and the *English as an Additional Language or Dialect: Teacher Resource* provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of English language learners and to assist students to access syllabus outcomes and content.

English Studies Key

The following codes and icons are used in the *English Studies Stage 6 Syllabus*.

Outcome Coding

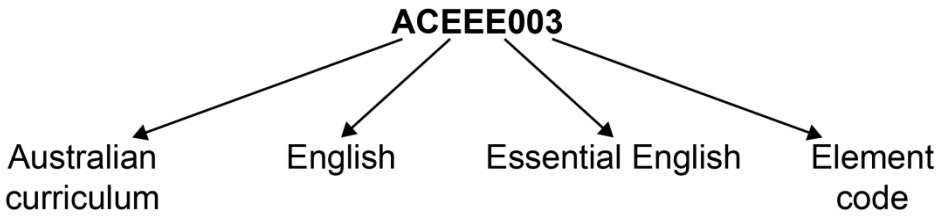
Syllabus outcomes have been coded in a consistent way. The code identifies the subject, Year and outcome number. For example:

Outcome code	Interpretation
ES11-1	English Studies, Year 11 – Outcome number 1
ES12-4	English Studies, Year 12 – Outcome number 4
ENLS6-6	English Life Skills, Stage 6 – Outcome number 6

Coding of Australian Curriculum Content

Australian curriculum content descriptions included in the syllabus are identified by an Australian curriculum code which appears in brackets at the end of each content description. For example:

> Use strategies and skills for comprehending texts, including making personal connections with texts (ACEEE003)



Where a number of content descriptions are jointly represented, all description codes are included, eg (ACEEE001, ACEEE002, ACEEE003).

Learning Across the Curriculum Icons

Learning across the curriculum content, including cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

General capabilities

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Other learning across the curriculum areas

- Civics and citizenship
- Difference and diversity
- Work and enterprise

Rationale

Rationale for English in Stage 6 Curriculum

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students. In the years of schooling from Kindergarten to Year 12, English is the study and use of the English language in its various textual forms. These encompass spoken, written, visual and multimodal texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students. Proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their aspirations and ideals.

The study of English in Stage 6 develops in students an understanding of literary expression and nurtures an appreciation of aesthetic values. It develops skills to enable students to experiment with ideas and expression, to become innovative, active, independent learners, to collaborate and to reflect on their learning.

Through responding to and composing texts from Kindergarten to Year 12, students learn about the power, value and art of the English language for communication, knowledge, enjoyment and agency. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander Peoples. By composing and responding students develop an understanding of themselves and of diverse human experiences and cultures.

The study of English in this syllabus is founded on the belief that language learning is recursive and develops through ever widening contexts. Students learn English through explicit teaching of language and literacy, and through their engagement with a diverse range of purposeful and increasingly demanding textual experiences. The English Stage 6 syllabuses enable teachers to draw on various theoretical perspectives and pedagogical models for teaching English to assist their students to achieve the syllabus outcomes at the highest levels.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine various contexts of language usage to understand how making meaning is complex and shaped by a multiplicity of factors. As students' command of English continues to grow, they are provided with opportunities to question, assess, challenge, reformulate information and identify and clarify issues, negotiate and solve problems. They can become creative and confident users of a range of digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language for life-long learning, in their careers and lives in a global world.

Rationale for English Studies

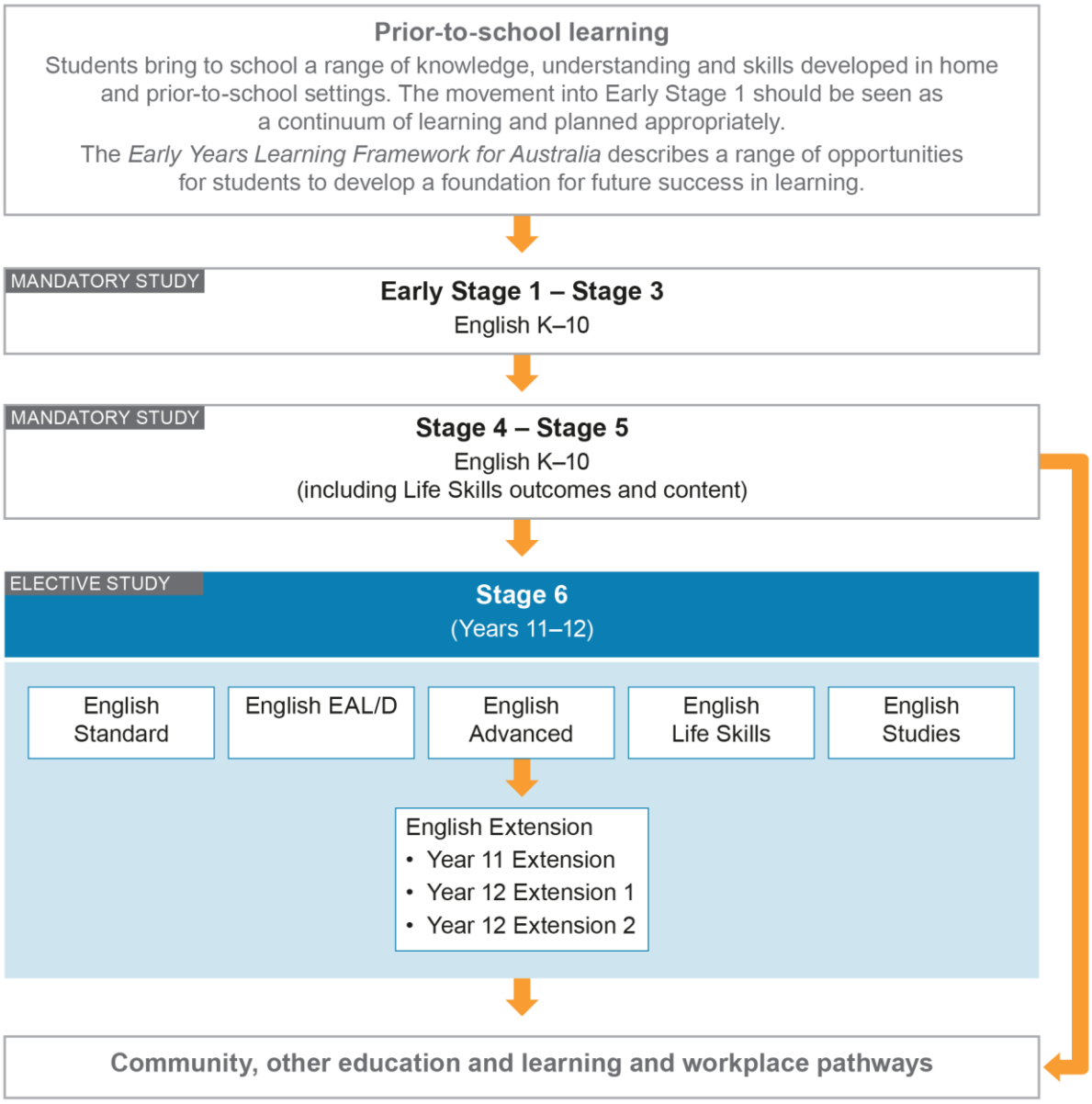
The English Studies course is designed to provide students with opportunities to become competent, confident and engaged communicators and to study and enjoy a breadth and variety of texts in English. English Studies focuses on supporting students to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, educational, social and vocational lives.

The course is distinctive in its focus on the development of students' language, literacy and literary skills. It centres on empowering students to comprehend, interpret and evaluate the ideas, values, language forms, features and structures of texts from a range of everyday, social, cultural, academic, community and workplace contexts. It offers comprehensive and contemporary language experiences in the modes of reading, writing, speaking, listening, viewing and representing. Students refine these expressive language skills, responding to and composing a wide variety of oral, written and multimodal texts, including literary, digital and media texts.

Students strengthen their ability to access and comprehend information, to assess its reliability, and to synthesise knowledge gained from a variety of sources. Through its structured and focused approach to responding to and composing texts, the English Studies course also provides students with opportunities to develop in and to appreciate the imaginative and affective spheres and to recognise how texts convey, interpret and reflect ways of thinking about oneself and the world.

The English Studies course also provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding and appreciating the variety of cultural heritages and differences that make up Australian and global societies. It also encourages the continued development of skills in literacy, individual and collaborative processes and reflective learning. Such skills form the basis of investigation and analysis required for the world of work, as well as post-school training and education.

The Place of the English Studies Stage 6 Syllabus in the K–12 Curriculum



English Life Skills is designed for students with special education needs who are unable to access the outcomes of the Stage 6 English courses even with adjustments to teaching, learning and assessment. It provides an opportunity for students to engage in personalised learning of English through the selection of outcomes and content relevant to the student's abilities, needs and interests. Students undertaking English Life Skills are eligible for the award of the Higher School Certificate.

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.

English Standard is designed for all students to increase their expertise in English and consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

English Advanced is designed for students to undertake the challenge of higher-order thinking to enhance their personal, social, educational and vocational lives. These students apply critical and creative skills in their composition of and response to texts in order to develop their academic achievement through understanding the nature and function of complex texts.

English EAL/D is designed for students from diverse non-English speaking, Aboriginal or Torres Strait Islander backgrounds as designated by the course entry requirements. The students engage in a variety of language learning experiences to develop and consolidate their use, understanding and appreciation of Standard Australian English, to enhance their personal, social, educational and vocational lives. The students learn to respond to and compose a wide variety of texts in a range of situations in order to be effective, creative and confident communicators.

English Extension is designed for students undertaking English Advanced who choose to study at a more intensive level in diverse but specific areas. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

Aim

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

Objectives

Knowledge, Understanding and Skills

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

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Values and Attitudes

Students value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.

Outcomes

Table of Objectives and Outcomes – Continuum of Learning

<table>
<tr><td colspan="2">Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to:
● communicate through speaking, listening, reading, writing, viewing and representing*</td></tr>
<tr><td>Year 11 course outcomes

A student:</td><td>Year 12 course outcomes

A student:</td></tr>
<tr><td>ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms</td><td>ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms</td></tr>
</table>

*Some students with special education needs communicate through a variety of verbal or nonverbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students within the context of the *English Studies Stage 6 Syllabus*.

Objective B Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: ● use language to shape and make meaning according to purpose, audience and context	
Year 11 course outcomes A student:	**Year 12 course outcomes** A student:
ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts **ES11-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes	**ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences **ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

Objective C Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: ● think in ways that are imaginative, creative, interpretive and critical	
Year 11 course outcomes A student:	**Year 12 course outcomes** A student:
ES11-7 represents own ideas in critical, interpretive and imaginative texts **ES11-8** identifies and describes relationships between texts	**ES12-7** represents own ideas in critical, interpretive and imaginative texts **ES12-8** understands and explains the relationships between texts

Objective D Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: ● express themselves and their relationships with others and their world	
Year 11 course outcomes A student:	**Year 12 course outcomes** A student:
ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade	**ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

Objective E Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to: ● learn and reflect on their learning through their study of English	
Year 11 course outcomes A student:	**Year 12 course outcomes** A student:
ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning	**ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Year 11 Course Structure and Requirements

<table>
<tr><td rowspan="3">Year 11 course (120 hours)</td><td>English Studies</td><td>Indicative hours</td></tr>
<tr><td>Mandatory module – Achieving through English – English in education, work and community</td><td>30–40 hours</td></tr>
<tr><td>An additional 2–4 modules to be studied</td><td>20–40 hours each</td></tr>
<tr><td>Text requirements</td><td colspan="2">In Year 11 students are required to:
● read, view, listen to and compose a wide range of texts including print and multimodal texts
● study at least one substantial print text (for example a novel, biography or drama)
● study at least one substantial multimodal text (for example film or a television series).

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:
● reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
● Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
● texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
● a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</td></tr>
<tr><td>Additional requirements</td><td colspan="2">In Year 11 students are required to:
● be involved in planning, research and presentation activities as part of one individual and/or collaborative project
● develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
● engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</td></tr>
</table>

For the **English Studies Year 11** course**:**

- students complete 120 indicative hours
- students study the mandatory module, Achieving through English – English in education, work and community
- students complete the mandatory module, Achieving through English*,* as the first unit of work
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed), considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus.

Year 12 Course Structure and Requirements

<table>
<tr><td rowspan="3">Year 12 course (120 hours)</td><td>English Studies</td><td>Indicative hours</td></tr>
<tr><td>Mandatory common module – Texts and Human Experiences</td><td>30 hours</td></tr>
<tr><td>An additional 2–4 modules to be studied</td><td>20–45 hours each</td></tr>
<tr><td>Text requirements</td><td colspan="2">In both Year 11 and Year 12 students are required to:
● read, view, listen to and compose a wide range of texts including print and multimodal texts
● study at least one substantial print text (for example a novel, biography or drama)
● study at least one substantial multimodal text (for example film or a television series).

In Year 12 students will also be required to:
● study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:
● reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
● Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
● texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
● a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</td></tr>
<tr><td>Additional requirements</td><td colspan="2">In Year 12 students are required to:
● be involved in planning, research and presentation activities as part of one individual and/or collaborative project
● develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
● engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</td></tr>
</table>

For the **English Studies Year 12** course:

- students complete the Year 11 course as a prerequisite
- students complete 120 indicative hours
- complete the mandatory common module – Texts and Human Experiences as the first unit of work.
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed) considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus

Modules and Levels of Challenge

Elective modules may be studied in either the Year 11 **or** Year 12 course but it is expected that as students progress in English Studies there will be an increasing level of challenge. As students advance into the HSC course they should be presented with increased levels of conceptual and textual difficulty consistent with the progress in their learning.

The electives are able to be selected and then developed by teachers to allow for:

- their students' needs, interests, abilities, career aspirations and personal circumstances
- choice of approach
- choice of texts studied.

Suggested content, sample learning experiences and suggested resources for each elective are provided in a separate support document.

Mandatory Modules

- Year 11 – Achieving through English – English in education, work and community
- Year 12 – Common Module – Texts and Human Experiences*

Elective Modules (Year 11 or Year 12)

- Module A: We are Australians – English in citizenship, community and cultural identity
- Module B: Telling us all about it – English and the media
- Module C: On the road – English and the experience of travel
- Module D: Digital Worlds – English and the Web
- Module E: Playing the Game – English in sport
- Module F: MiTunes and Text – English and the language of song
- Module G: Local Heroes – English and community life
- Module H: Part of a Family – English and family life
- Module I: Discovery and Investigations – English and the sciences
- Module J: In the Marketplace – English and the world of business
- Module K: The Big Screen – English in filmmaking
- Module L: Who do I think I am? – English and the self
- Module M: Landscapes of the Mind – English and the creative arts
- Module N: The Way we Were – English for exploring our past

* The inclusion of Texts and Human Experiences will require the study of one text from the Prescribed Text List.

Assessment and Reporting

Information about assessment in relation to the English Studies syllabus is contained in *Assessment and Reporting in English Studies Stage 6*. It outlines course-specific advice and requirements regarding:

- Year 11 and Year 12 school-based assessment requirements
- Year 11 and Year 12 mandatory components and weightings
- External assessment requirements including HSC examination specifications.

This information should be read in conjunction with requirements on the Assessment Certification Examination (ACE) website.

Additional advice is available in the *Principles of Assessment for Stage 6*.

Content

Content defines what students are expected to know and do as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about content regarding the sequence, emphasis and any adjustments required based on the needs, interests, abilities and prior learning of students.

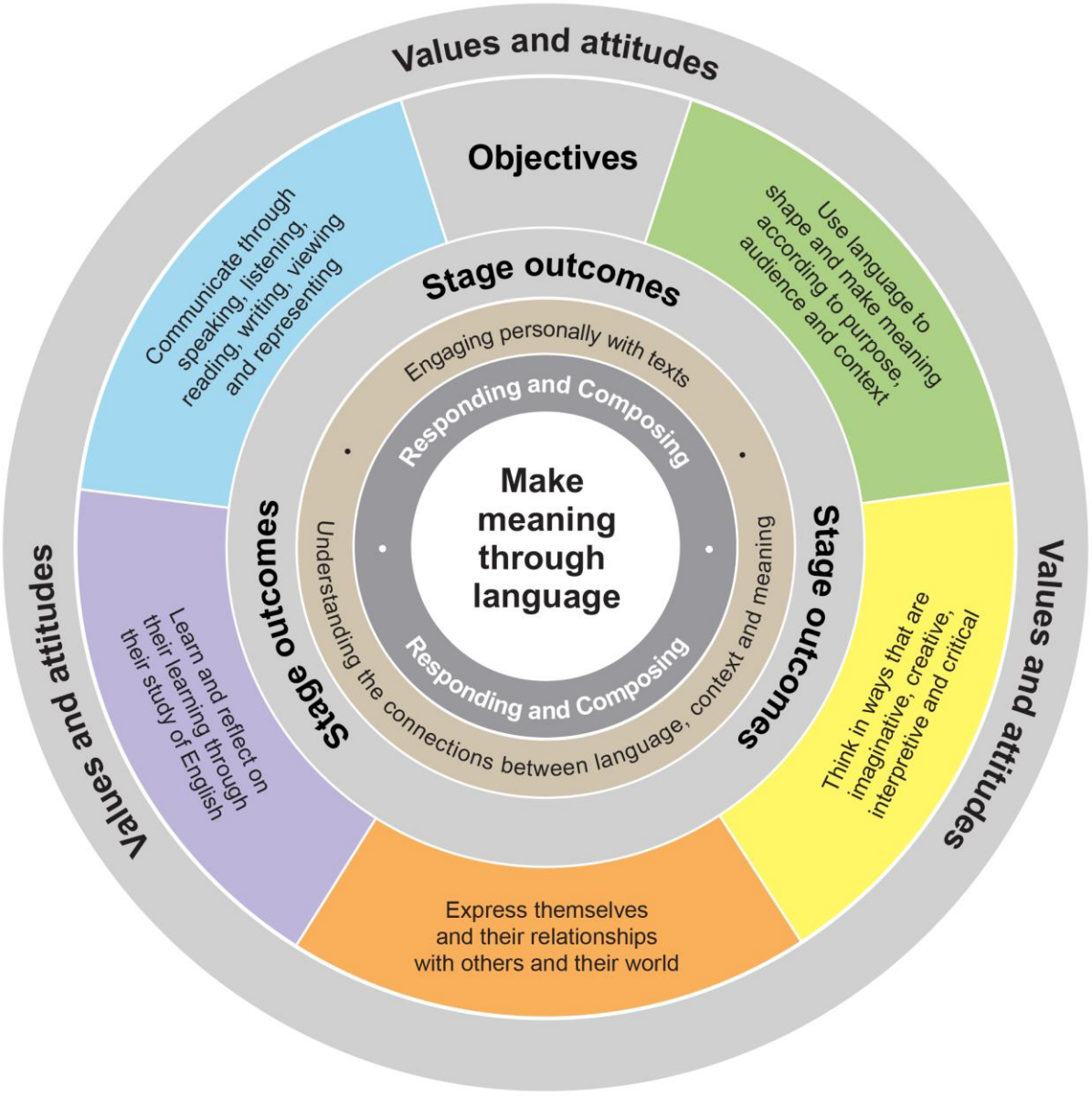
Content in Stage 6 syllabuses defines learning expectations that may be assessed in Higher School Certificate examinations.

Students who undertake the English Studies course have a diverse range of literacy needs. The outcomes and content in the English Studies course provide opportunities for students to demonstrate knowledge, understanding and skills commensurate with Level 3 on the Australian Core Skills Framework (ACSF) in Reading and Writing. The ACSF provides a way of describing the generic skills identified as being critical to operating effectively in personal and community contexts including the workplace.

Organisation of Content

The following diagram provides an illustrative representation of elements of the course and their relationship.

The course objectives express the knowledge, skills and understandings that are demonstrated through the outcomes and content. These are applied within the context of the modules and selected texts across Stage 6.



The Study of English

Meaning is central to the study of English. The study of English makes explicit the language forms and processes of meaning. English Stage 6 develops this by encouraging students to explore, critically evaluate and appreciate a wide variety of the texts of Australian and other societies, in various forms and media, including multimedia.

The study of English involves exploring, responding to and composing texts:

- in and for a range of personal, social, historical, cultural and workplace contexts
- using a variety of language modes, forms, features and structures.

Meaning is achieved through responding and composing, which are typically interdependent and ongoing processes.

Content and the use of Terminology

Responding and composing

In Kindergarten to Year 12, the study of English is an active pursuit where students use language to learn about language. The key processes of responding to and composing texts are central to students using language purposefully and meaningfully and engaging with a wide range of texts.

'Responding' is the activity that occurs as students read, listen to or view texts. It encompasses the personal and intellectual connection a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts. Responding typically involves:

- shaping and arranging textual elements to explore and express ideas, emotions and values
- identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.

'Composing' is the activity that occurs as students produce written, spoken or visual texts. Composing typically involves:

- shaping, making and arranging textual elements to explore and express ideas, emotions and values
- processes of imagining, drafting, appraising, reflecting and refining
- knowledge, understanding and use of the language forms, features and structures of texts.

As students undertake the key processes of responding to and composing texts in their study of English, they undertake a number of other integrated and concurrent processes which also highlight the importance of students as active users and learners of language. The processes in this syllabus are intended to emphasise student agency through students developing and applying knowledge and understanding of context and language forms and features, and reflecting on their learning. In addition to the key processes of responding and composing, these processes include:

- engaging personally with texts
- understanding the connection between language, context and meaning.

The key processes also help to organise and emphasise content in this syllabus within and across stages of learning.

Use of terminology

The use of the terms 'responder' and 'composer' are generic terms and should not replace the use of specific nomenclature for example 'reader', 'audience', 'poet', 'writer', 'novelist' or 'playwright' by teachers and students as appropriate.

Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA *Statement of Equity Principles*, the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008) and in the Australian Government's *Core Skills for Work Developmental Framework* (2013).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship
- Difference and diversity
- Work and enterprise

Learning across the curriculum content is incorporated, and identified by icons, in the content of the *English Studies Stage 6 Syllabus* in the following ways.

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the concepts of Country and Place, People, Culture and Identity. In their study of English students recognise the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples for their foundational and central presence among contemporary Australian societies and cultures. Through the study of a wide range of texts in a variety of media, through discussion and research, and through teachers' programming emphasis, students are provided with opportunities to develop their understanding and appreciation of the cultural expression of Aboriginal and Torres Strait Islander Peoples as the most sustained in the world. Text lists for each course include a selection of Aboriginal and Torres Strait Islander literature to reflect this priority.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the *Principles and Protocols* relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia's Engagement with Asia

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society and heritage. Studying texts from Asia, about Asia and by Asian authors is one way to ensure that a creative and forward-looking Australia can engage with our place in the region. Students are provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and traditional and contemporary cultures. Texts relevant to this priority are included in text lists for each course.

Sustainability

Each of the senior English subjects provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem-solving. English in Stage 6 provides opportunities for students to develop the skills required to investigate and understand issues of environmental and social sustainability, and to communicate information and views about sustainability. For example, through analysis of media articles, documentaries and digital texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

Critical and Creative Thinking

Critical and creative thinking is important to the study of and creation of texts in English Studies. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions.

Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

Ethical Understanding

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

Information and Communication Technology Capability

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

Intercultural Understanding

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

Literacy

Literacy is embedded throughout all Stage 6 English syllabuses. It relates to a high proportion of the content descriptions across Years 11 and 12. Consequently, this particular general capability is not tagged in this syllabus.

The acquisition of proficient literacy capabilities is an aim that is integral to and embedded throughout the English Studies syllabus. Literacy is the ability to use a repertoire of knowledge and skills to communicate and comprehend effectively in a wide variety of contexts, modes and media. The literacy knowledge and skills furthered through the study of English Studies provide students with strong foundations for current and future learning and for successful participation in the workplace, careers and wider society. The knowledge and skills also provide opportunities for personal enrichment through social interaction, further education, training and skilled employment, professional life and a range of cultural pursuits, including engagement with literature and the arts. Literacy knowledge and skills also enable students to better understand and negotiate the changing world in which they live and to contribute meaningfully and thoughtfully to a democratic society through becoming ethical and informed citizens.

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

Numeracy

Students can develop skills broadly related to numeracy in English Studies when they identify and use various numerical, measurement, spatial, graphical and statistical concepts and skills. For example, students use numeracy skills when they create and interpret sequences and spatial information, consider timing and sequence in texts, draw conclusions from statistical information, or use quantitative data as evidence in analytical texts.

Personal and Social Capability

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

Civics and Citizenship

In their study of English students have opportunities to respond imaginatively and critically to a range of literary and other texts drawn from a range of contexts, including social contexts. They continue to consider how civic and social issues relevant to their lives are represented in the media. The English Studies course is designed to enable students to become proficient in literacy and in using English, thus further enabling them to fulfil their roles as Australian citizens. In the course of their study, students can also become increasingly aware of their roles as global citizens, and of the relationship between Australia and peoples of other nations and cultures.

Difference and Diversity

Students experience and are provided with opportunities to value difference and diversity in their everyday lives. Age, beliefs, gender, disability, sexuality, language, socioeconomic status, ethnicity and race are some of the factors that comprise difference and diversity. In English Studies, students have the opportunity to study ways in which issues related to such differences and diversity are represented in literary texts, and in texts of other types. This imaginative investigation of complex ideas and emotions encourages the development of thoughtfulness and informed views, and an understanding of the features of a fair and just society that values difference and diversity.

Work and Enterprise

The knowledge, skills and understanding developed in English are important to students' capacity to succeed in post-school education and careers. English Studies provides opportunities to further develop many of the key skills required for effective participation in work and other learning environments, for working collaboratively and individually, and in acquiring, processing, assessing and communicating information, both orally and in a variety of textual forms. Through their study of English Studies students can also develop further competence in using language appropriately for particular audiences, purposes and contexts. Effective communication skills and an understanding of the power of the English language give students personal confidence as they move forward into the next phases of their lives. Study of a wide range of texts also provides students with an empathetic understanding of the worlds of work and enterprise.

English Studies Year 11 Course Content

Year 11 Course Structure and Requirements

<table>
<tr><td rowspan="3">Year 11 course (120 hours)</td><td>English Studies</td><td>Indicative hours</td></tr>
<tr><td>Mandatory module – Achieving through English: English in education, work and community</td><td>30–40 hours</td></tr>
<tr><td>An additional 2–4 modules to be studied</td><td>20–40 hours each</td></tr>
<tr><td>Text requirements</td><td colspan="2">In Year 11 students are required to:
● read, view, listen to and compose a wide range of texts including print and multimodal texts
● study at least one substantial print text (for example a novel, biography or drama)
● study at least one substantial multimodal text (for example film or a television series).

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:
● reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
● Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
● texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
● a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</td></tr>
<tr><td>Additional requirements</td><td colspan="2">In Year 11 students are required to:
● be involved in planning, research and presentation activities as part of one individual and/or collaborative project
● develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
● engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</td></tr>
</table>

For the **English Studies Year 11** course**:**

- students complete 120 indicative hours
- students study the mandatory module, Achieving through English: English in education, work and community
- students complete the mandatory module, Achieving Through English, as the first unit of work
- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed), considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus.

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

Outcome 1

A student:

› comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes ES11-1

Related Life Skills outcomes: ENLS6-1, ENLS6-2, ENLS6-3

Content

Students:

Engage personally with texts

- engage with a broadening range of texts that incorporate increasing levels of language complexity
- identify the main ideas and purposes of texts
- recognise implicit meanings to draw inferences
- integrate new ideas and information with existing understanding

Understand the connections between language, context and meaning

- recognise the ways that social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)
- identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting
- develop criteria to evaluate the effectiveness of a text or its ideas
- investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)

Respond to and compose texts

- summarise ideas and information presented in texts (ACEEE017)
- select the most appropriate form of text to communicate information and ideas effectively, for example a memo, dialogue or a poem
- discuss the ideas, themes and emotions represented in literary texts
- compose a range of texts in a variety of modes and media using the appropriate language and structures

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

Outcome 2

A student:

› identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts ES11-2

Related Life Skills outcomes: ENLS6-4

Content

Students:

Engage personally with texts

- locate and extract information and ideas from texts to assist comprehension, for example skim read for general sense and scan for key information (ACEEE008)
- predict meaning using text structures and language features (ACEEE002)

Understand the connections between language, context and meaning

- use and interpret structural and language features, for example visual and aural cues, to identify main ideas, supporting arguments and evidence (ACEEE001, ACEEE015)
- understand an increasing number of unfamiliar words, recognising that some words and phrases have figurative meanings
- interpret graphs, tables and charts used in texts

Respond to and compose texts

- compose texts with an awareness of varying language to meet the requirements of audience, purpose and context
- use writing as a tool to identify issues and express ideas
- use dictionaries and other resources to determine or clarify the meaning of unfamiliar words

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

Outcome 3

A student:

› gains skills in accessing, comprehending and using information to communicate in a variety of ways ES11-3

Related Life Skills outcomes: ENLS6-5

Content

Students:

Engage personally with texts

- access and investigate texts in the course of preparation for discussion, interviews and reports, and for individual and collaborative research projects
- locate and select information from a range of sources (ACEEE022)
- reflect on the relevance and usefulness of each source (ACEEE023)

Understand the connections between language, context and meaning

- select text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
- distinguish between facts and opinions presented in texts
- recognise and use ethical research practices (ACEEE038)
- recognise the way structure and register may change according to the purpose, audience and context
- understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts

Respond to and compose texts

- use different strategies for finding information, for example taking notes to summarise and/or paraphrase information (ACEEE024)
- demonstrate control of most distinguishing linguistic structures and features of a broad range of written and oral texts, for example reports, discussions, procedures and narratives
- categorise ideas and information about specific themes or ideas (ACEEE037)
- describe the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEEN026)

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

Outcome 4

A student:

› composes a range of texts with increasing accuracy and clarity in different forms ES11-4

Related Life Skills outcomes: ENLS6-6

Content

Students:

Engage personally with texts

- engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts
- study short literary texts, or extracts of literary texts, as models and stimulus points for their own imaginative expression

Understand the connections between language, context and meaning

- identify contexts and audiences of texts and reflect on how these might relate to their own developing compositions
- understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)
- describe the forms and conventions of texts created in different modes and media including visual and digital texts (ACEEA018)
- understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property

Respond to and compose texts

- use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011)
- select text structures, language features and visual techniques to represent ideas and information (ACEEE026)
- use language expressively and imaginatively in response to a range of texts
- use complex and compound sentences
- use a range of tenses accurately and consistently
- sequence writing to produce a cohesive text
- recognise ways that drafts of texts can be enhanced, for example by reviewing and amending vocabulary, spelling, punctuation, sentence structure, paragraphs, cohesion, presentation
- plan, draft, edit and proofread their own texts for ‘publication’ in a portfolio of work (ACEEE014)

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.

Outcome 5

A student:

› develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts ES11-5

Related Life Skills outcomes: ENLS6-7

Content

Students:

Engage personally with texts

- engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways

Understand the connections between language, context and meaning

- recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidence (ACEEE001)
- understand that words and grammatical choices may vary in meaning depending on the context of use
- recognise and describe the differences in formal and informal register
- investigate the aesthetic effects of the use of specific language features and techniques in a variety of literary and multimodal texts
- understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity

Respond to and compose texts

- compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts
- use language with increasing accuracy to communicate own ideas in a variety of contexts
- experiment with vocabulary, register and modality to create texts for different audiences
- use grammatical features, for example pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts
- use punctuation as an aid to understanding for example capitalisation, full stops, commas, apostrophes, question marks and quotation marks
- develop and use appropriate vocabulary and skills in using accurate spelling, effective punctuation and grammar for specific effects (ACEEE013, ACEEE027, ACEEE041, ACEEE055)

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.

Outcome 6

A student:

› uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes ES11-6

Related Life Skills outcomes: ENLS6-8

Content

Students:

Engage personally with texts

- explore a wide range of different types of texts to identify different strategies and styles of composing
- form opinions on the effectiveness of particular types of texts in achieving their purposes

Understand the connections between language, context and meaning

- recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contexts
- develop understanding of the ways texts are structured to organise information, for example hyperlinks, chapter headings and indexes (ACEEE009)

Respond to and compose texts

- use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, AAEEE026)
- draw on a broadening vocabulary to use language with increasing control for particular effects
- edit work to improve clarity, accuracy and expressiveness in their use of language

Objective C

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

Outcome 7

A student:

› represents own ideas in critical, interpretive and imaginative texts ES11-7

Related Life Skills outcomes: ENLS6-9

Content

Students:

Engage personally with texts

- explore ideas and perspectives in a range of texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
- engage with literary texts that represent ideas through imaginative and expressive language

Understand the connections between language, context and meaning

- critique a variety of texts and consider how language features, text structures and stylistic choices are selected and used to convey meaning

Respond to and compose texts

- select text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes, for example write diary entries of real or imagined people, create interactive websites, participate in workplace role plays and script fictional dialogues (ACEEE034)
- use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts (ACEEE025)
- show how ideas and points of view in texts are conveyed through the use of vocabulary, for example idiomatic expressions, objective and subjective language, and that these can change according to context

Objective C

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

Outcome 8

A student:

› identifies and describes relationships between texts ES11-8

Related Life Skills outcomes: ENLS6-10

Content

Students:

Engage personally with texts

- explore the differing or comparable ways in which a number and variety of texts represent or respond to a topic or theme
- investigate and start to synthesise ideas and information from a range of source material (ACEEE050)

Understand the connections between language, context and meaning

- investigate the relationships between context, purpose and audience and the impact on meaning in social, community and workplace texts (ACEEE033)
- investigate the use of media, types of texts, text structures and language features, for example the use of statistics and graphs in advertisements and choice of colour and font style in websites (ACEEE034)

Respond to and compose texts

- compose short structured responses that compare and contrast ways in which a topic or theme is represented in different texts
- understand the ways connections can be made between ideas in texts
- develop a personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
- use explicit strategies to organise and make connections between information and ideas in different texts, for example underline main points or draw sequencing diagrams

Objective D

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

Outcome 9

A student:

› identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade ES11-9

Related Life Skills outcomes: ENLS6-11

Content

Students:

Engage personally with texts

- appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience
- explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander Peoples (ACEEE047)

Understand the connections between language, context and meaning

- consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
- explore the use of narrative features, for example point of view in film, fiction and video games (ACEEE007)
- explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006)

Respond to and compose texts

- identify and describe the similarities and differences between own responses to texts and the responses of others (ACEEE018)
- explain shifts in intonation and point of view, identifying the effect of language choices on an audience (ACEEE032)
- compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view

Objective E

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

Outcome 10

A student:

› monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning ES11-10

Related Life Skills outcomes: ENLS6-12

Content

Students:

Engage personally with texts

- identify the various ways they approach their learning in English
- monitor their own learning in English and start to assess their own strengths and weaknesses
- use ICT tools strategically to support learning

Understand the connections between language, context and meaning

- use and understand the value of writing as a reflective tool
- identify own and others' roles in a group or team and make an active contribution to improve learning outcomes

Respond to and compose texts

- create texts reflecting on their own learning, considering how individual and collaborative processes can be used to ensure better learning outcomes
- use constructive feedback from others to improve learning, including their composing and responding
- develop a sequenced plan for a specific task with prioritised steps and some attention to timelines

English Studies Year 12 Course Content

Year 12 Course Structure and Requirements

<table>
<tr><td rowspan="3">Year 12 course (120 hours)</td><td>English Studies</td><td>Indicative hours</td></tr>
<tr><td>Mandatory common module – Texts and Human Experiences</td><td>30 hours</td></tr>
<tr><td>An additional 2–4 modules to be studied</td><td>20–45 hours each</td></tr>
<tr><td>Text requirements</td><td colspan="2">In both Year 11 and Year 12 students are required to:
● read, view, listen to and compose a wide range of texts including print and multimodal texts
● study at least one substantial print text (for example a novel, biography or drama)
● study at least one substantial multimodal text (for example film or a television series).

In Year 12 students will also be required to:
● study ONE text from the prescribed text list and one related text for the Common Module – Texts and Human Experiences.

Across Stage 6 the selection of texts must give students experiences of the following as appropriate:
● reading, viewing, listening to and composing a wide range of texts, including literary texts written about intercultural experiences and peoples and cultures of Asia
● Australian texts including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
● texts with a wide range of cultural, social and gender perspectives, popular and youth cultures
● a range of types of text drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.</td></tr>
<tr><td>Additional requirements</td><td colspan="2">In Year 12 students are required to:
● be involved in planning, research and presentation activities as part of one individual and/or collaborative project
● develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and/or electronic forms across all the modules undertaken during the year
● engage with the community through avenues for example visits, surveys, interviews, work experience, listening to guest speakers and/or excursions.</td></tr>
</table>

For the **English Studies Year 12** course:

- students complete the Year 11 course as a prerequisite
- students complete 120 indicative hours
- complete the mandatory common module – Texts and Human Experiences as the first unit of work.

- students complete an additional 2–4 modules from the elective modules provided (1 may be school-designed) considering factors such as students' needs, interests, abilities, choices of other Year 11 and Year 12 courses, career aspirations and personal circumstances
- school-designed modules should be based on the framework of the modules outlined in this syllabus

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

Outcome 1

A student:

› comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes ES12-1

Related Life Skills outcomes: ENLS6-1, ENLS6-2, ENLS6-3

Content

Students:

Engage personally with texts

- engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretation
- read, view and listen to texts to connect, interpret, and visualise ideas
- integrate prior knowledge with new information to predict, construct or confirm understanding

Understand the connections between language, context and meaning

- explain how social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)
- explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting
- apply and articulate criteria used to evaluate a text or its ideas
- integrate relevant information and ideas from texts to develop their own interpretations

Respond to and compose texts

- integrate relevant information and ideas from texts to develop and discuss their own interpretations
- compose more sustained texts that explore the main ideas in texts
- use a range of communication skills, for example varying voice, tone and pace, to explore an idea and influence and engage an audience

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

Outcome 2

A student:

› identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts ES12-2

Related Life Skills outcomes: ENLS6-4

Content

Students:

Engage personally with texts

- select from a broadening range of strategies to maintain focus on making meaning when accessing increasingly complex texts
- monitor own comprehension and use a combination of strategies when meaning is lost, for example re-read to identify the main idea
- draw on support resources as needed to clarify or confirm word meanings

Understand the connections between language, context and meaning

- recognise how language features can be used to alert a reader to a shift in focus or meaning, for example a change in tense
- interpret and draw inferences from structural and language features as well as the aural and visual cues used in texts (ACEEE015, ACEEE016)
- understand an increasing number of unfamiliar words, including words with non-literal meanings and some abstraction
- interpret and extrapolate information from texts containing graphs and diagrams

Respond to and compose texts

- select an appropriate reading approach according to text structure and purpose, for example read closely to identify explicit and implicit information, use headings to find relevant sections, skim and scan to find areas of interest
- write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context
- recognise and use evaluative language, for example emotive language and modality for particular purposes
- use writing as a tool to identify issues and generate new ideas

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

Outcome 3

A student:

› accesses, comprehends and uses information to communicate in a variety of ways ES12-3

Related Life Skills outcomes: ENLS6-5

Content

Students:

Engage personally with texts

- access and investigate texts in the course of preparation for discussion, interviews and reports, and for individual and collaborative research projects
- locate and select information from a range of sources (ACEEE022)
- determine the credibility and reliability of source material to contexts and topics (ACEEE051)

Understand the connections between language, context and meaning

- use ethical research practices for example acknowledging sources and avoiding plagiarism and collusion (ACEEE052)
- assess the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEEN026)

Respond to and compose texts

- use different strategies for finding and recording information, for example taking notes to summarise and paraphrasing information (ACEEE024)
- categorise and integrate ideas and information about specific themes or ideas (ACEEE037)
- select appropriate text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
- identify and assess facts and opinions presented in texts
- investigate and synthesise ideas and information from a range of source material (ACEEE050)

Objective A

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to communicate through speaking, listening, reading, writing, viewing and representing.

Outcome 4

A student:

› composes proficient texts in different forms ES12-4

Related Life Skills outcomes: ENLS6-6

Content

Students:

Engage personally with texts

- engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts
- engage with short literary texts, or extracts of literary texts, including those by and about Aboriginal and/or Torres Strait Islander Peoples as models and stimulus for their own imaginative expression

Understand the connections between language, context and meaning

- recognise how the contexts and audiences of their own texts will determine the language and structural choices they make
- explain the forms and conventions of texts created in different modes and media, including visual and digital texts (ACEEA018)
- understand the contemporary application of Aboriginal cultural protocols in the production of texts for the purpose of Indigenous intellectual and cultural property protection

Respond to and compose texts

- use appropriate register and structure for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011)
- use language expressively and imaginatively in response to both literary and other texts
- sequence writing to produce cohesive and sustained texts
- display a logical organisational structure in their writing through the use of coherently linked paragraphs
- plan, draft, edit and proofread their own texts for ‘publication’ in a portfolio of work (ACEEE014)

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.

Outcome 5

A student:

› develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences ES12-5

Related Life Skills outcomes: ENLS6-7

Content

Students:

Engage personally with texts

- interpret a range of texts, including those by and about Aboriginal and/or Torres Strait Islander Peoples, composed for a variety of purposes

Understand the connections between language, context and meaning

- explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidence (ACEEE001)
- identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech
- understand the effect of nominalisation in the writing of informative and persuasive texts
- appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts

Respond to and compose texts

- responds to and/or uses features of oral language for specific purposes, for example tone, volume, pitch, pauses and change of pace
- compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effects
- use language accurately and appropriately to communicate own ideas in a variety of contexts
- develop and use appropriate vocabulary and skills in using accurate spelling, punctuation and grammar (ACEEE013, ACEEE027, ACEEE041, ACEEE055)

Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students develop knowledge, understanding and skills in order to use language to shape and make meaning according to purpose, audience and context.

Outcome 6

A student:

› uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes ES12-6

Related Life Skills outcomes: ENLS6-8

Content

Students:

Engage personally with texts

- analyse a wide range of different types of texts, exploring the different strategies and styles of composing
- assess the effectiveness of particular types of texts in achieving their purposes

Understand the connections between language, context and meaning

- select and use appropriate language features, text structures and stylistic choices for different media, audiences, contexts and purposes
- recognise the effects of media, types of texts and text structures on audiences, for example pop-ups on websites, flashbacks in films and intonation in speeches (ACEEE020)

Respond to and compose texts

- use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, ACEEE026)
- experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
- use a widening vocabulary with control and for particular effects
- edit their own and others work to improve clarity, accuracy and expressiveness in their use of language

Objective C

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

Outcome 7

A student:

› represents own ideas in critical, interpretive and imaginative texts ES12-7

Related Life Skills outcomes: ENLS6-9

Content

Students:

Engage personally with texts

- explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
- explore literary and multimodal texts that represent ideas through imaginative and expressive forms

Understand the connections between language, context and meaning

- critique a variety of texts and consider how language forms and features are selected and used to convey meaning
- understand the purpose, and use, of a range of common cohesive links at sentence, paragraph and whole-text level, for example referencing, lexical chains and conjunctions

Respond to and compose texts

- select text structures, language and visual features to communicate and effectively represent ideas (ACEEE26)
- use a widening range of persuasive, visual and literary techniques to effectively engage audiences in a range of modes, media and contexts (ACEEE025)
- uses introductory phrases which indicate that an opinion, or a fact, is being offered
- experiment with the use of media, types of texts, text structures and language features, for example the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in argument, choice of layout in websites and use of questioning strategies and tone of voice in interviews (ACEEE034)

Objective C

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

Outcome 8

A student:

› understands and explains the relationships between texts ES12-8

Related Life Skills outcomes: ENLS6-10

Content

Students:

Engage personally with texts

- account for the similarities and differences in the ways texts represent or respond to a topic or theme
- use a range of strategies to synthesise ideas and information from several texts

Understand the connections between language, context and meaning

- describe the relationships between context, purpose and audience and the impact on meaning in social, community and workplace texts (ACEEE033)
- recognise the use of media, types of texts, text structures and language features, for example, subjective and objective reporting in feature articles and current affairs programs, appeals to reason and emotion in persuasive texts and juxtaposition of images in websites (ACEEE048)
- analyse text structures and language features of literary texts and make relevant connections with other texts

Respond to and compose texts

- compose more extended written responses that compare and contrast ways in which a topic or theme is represented in different texts
- use personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
- create imaginative texts that make relevant connections with other texts

Objective D

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

Outcome 9

A student:

› identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences ES12-9

Related Life Skills outcomes: ENLS6-11

Content

Students:

Engage personally with texts

- appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience
- assess the representation of community, local or global issues in social, community, workplace or literary texts including texts by and about Aboriginal and/or Torres Strait Islander Peoples (ACEEE047)

Understand the connections between language, context and meaning

- explore issues and ideas represented in a range of texts and explain points of view and implications (ACEEE043)
- explain how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
- investigate how some points of view are privileged while others are marginalised or silenced, for example the unreliable narrator in fiction and film, the presence or absence of Aboriginal and/or Torres Strait Islander Peoples or other cultural groups in Australian TV, the antagonists in drama and video games or the presentation of only one point of view in a news story (ACEEE049)
- discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)

Respond to and compose texts

- account for the similarities and differences between own responses to texts and the responses of others (ACEEE018)
- express a clear point of view on the ideas and issues explored in texts supported by appropriate evidence as support
- compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

Objective E

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

Outcome 10

A student:

› monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner ES12-10

Related Life Skills outcomes: ENLS6-12

Content

Students:

Engage personally with texts

- experiment with various approaches to learning and reflect on effectiveness in different situations
- monitor their own learning
- recognise that reading, viewing and/or listening is an active and interactive process in which personal experiences and expectations influence understanding and interpretation
- access a range of resources to support their learning

Understand the connections between language, context and meaning

- use and understand the value of writing as a reflective tool
- assess their own strengths and needs as learners and apply strategies to ensure their ongoing improvement
- use a range of techniques to reinforce learning, for example visualising, rehearsing, summarising or explaining to someone else

Respond to and compose texts

- create texts reflecting on their own learning, considering how processes can be adjusted to ensure better learning outcomes
- use constructive feedback from others to improve learning, including their composing and responding to texts

Modules

Year 11 Mandatory Module – Achieving through English

Through the study of the module *Achieving through English – English in education, work and community,* students develop an understanding of, and practical competence in, the use of language that allows access to opportunities in schooling, training and employment. They further develop comprehension strategies and improve skills that enable them to express themselves in English confidently, effectively, appropriately and with grammatical accuracy.

The skills developed in the module assist students to access and comprehend information, ideas and language in everyday and workplace texts, and to compose appropriate texts in response. Students experience, engage with and critique literary and other texts that expand horizons by showing, through an imaginative use of language, the variety and richness of people's working, schooling and community lives. Texts may include longer works for example films, novels, biographies, television series and drama texts, as well as extracts and short texts. The module will also broaden their understanding of the nature and importance of education, work and community as represented in a variety of literary texts.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Year 12 Mandatory Common Module – Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.

Module A: We are Australians

Through the study of the module *We are Australians – English citizenship, community and cultural identity,* students study a range of texts in order to develop awareness of complex aspects of Australian citizenship, community and cultural identity, and to develop language skills appropriate to participating in discussion and decision-making about these matters.

Students develop understanding of, and practical competence in, the use of language relevant to conducting their lives as citizens and members of communities. They develop skills in accessing and comprehending information that will enable them to have increasingly informed views on matters of public interest and in expressing those views. They investigate the way language is used to represent issues and attitudes, and to influence and engage different audiences.

Students have the opportunity to engage with and critique literary texts that present, through an imaginative use of language, the diversity of cultures, peoples, perspectives and voices that contribute to Australian society as well as to Australia as a nation, including texts by and about Aboriginal and/or Torres Strait Islander Peoples. Students broaden their understanding of the relationships between personal identity, individual rights, community responsibilities and a sense of Australia's place in the world.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module B: Telling us all about it

Through the study of the module *Telling us all about it – English and the media,* students develop a deeper understanding of the ways language is used to report on news and current affairs issues in various media forms such as television news programs, documentary programs, news bulletins, television infotainment shows, newspapers, current affairs magazines and online news sources. Students also develop an increased awareness of the ways language is used in various media forms in the world of advertising, for example in websites, print media, television and product placement.

Students develop their practical competence in the use of language by extending their skills in writing media texts, for example news reports and feature articles, storyboards, advertising stills and briefs. They have opportunities to further develop and express their own views, ideas and values in relation to questions that are under media scrutiny and which are relevant to them.

This module provides students with the opportunity to experience, engage with and critique literary texts that, through an imaginative use of language, raise questions of ethics, censorship and the powerful influence of the media on individual lives and on a national and international scale. Texts may include longer works, for example novels, films, television series and plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module C: On the Road

Through the study of the module *On the Road – English and the experience of travel,* students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.

Students develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to, and evaluating, issues and topics related to travel. They have opportunities to make judgements about travel advertisements, and locate and comprehend government advice about travel in various overseas countries.

This module provides students with opportunities to extend their skills in the use of subject-specific language in related subject areas across the curriculum, for example in studies of different cultures and societies, global issues and tourism. They may practise their numeracy skills through the examination of costs and the development of travel budgets and associated costs.

Students experience, engage with and critique literary texts that communicate, through an imaginative use of language, the profound effects that travel and journeying can have on human lives, and appreciate how literature can teach us about distant and different places and cultures. Texts may include longer works, for example novels, autobiographies, films, anthologies, television series, websites and plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module D: Digital Worlds

Through the study of the module *Digital Worlds – English and the Web*, students develop understanding and proficiency in the use of language related to web-based communication. They have opportunities to develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to and evaluating issues and topics related to digital technologies.

Students examine the language, structure, purpose and audiences of digital texts, and develop their skills in using language appropriately and accurately to compose and engage interactively with these texts. Students consider the potential of new technologies to enhance learning, work and social interaction and broaden their understanding of the particular issues, ideas and values confronting society and individuals in the digital age. This module invites students to investigate the opportunities afforded by new technologies for democratic participation and social change, and reflect on their responsibilities as users of digital technology and on the ethical dimensions of the digital world.

Students experience, engage with, critique and create literary and other texts that communicate in an imaginative way, through digital media or in other forms, the impact of digital technology on aspects of people's lives, for example their working lives, their leisure and other day-to-day activities. These texts may include substantial texts, for example novels, autobiographies, biographies, films or plays, as well as texts in digital forms.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module E: Playing the Game

Through the study of the module *Playing the Game – English in sport,* students develop understanding and proficiency in the use of language related to recreational and professional sport at a local, national and international level.

They have opportunities to develop knowledge, skills and understanding in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to and evaluating issues and topics related to the module, and explore how language is used by a range of people, for example coaches, players, journalists, sports writers, and makers of films and documentaries.

Students consider how language is used in sport to enthuse and motivate, report and analyse team and individual performances, create and sustain interest in sporting stories and issues, and persuade the public and individuals to particular points of view. Students have the opportunity to experience, engage with and critique literary texts that illustrate, through an imaginative use of language, how sport can spark enduring stories about important issues, legendary feats, ambition, success and failure, relationships, controversy, motivation and fitness.

Through the study of a range of texts students broaden their understanding of the importance of language in the presentation and promotion of sport to the wider community, and how individual and collective commitment to sport as a profession or as recreation is created and sustained. Texts, for example novels, biographies, autobiographies, plays and films, may be used to engage with particular aspects of sporting stories.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module F: MiTunes and text

Through the study of the module *MiTunes and text – English and the language of song,* students develop a deeper understanding of how language is used in a range of song lyrics to express emotions, attitudes, ideas and themes related to the human experience. They respond to and compose texts to explore the relationship between the language forms and features used in poems and how these can be used imaginatively and powerfully in song lyrics.

Students have the opportunity to use language imaginatively by composing poems and song lyrics for a range of purposes, for example to recount stories, express personal emotions, protest, observe, reflect and speculate. Students may compose song reviews, short biographies, autobiographies and videos about lyricists, musicians and composers, and edit, refine and publish their own compositions in digital, print and visual media. Students develop a greater understanding and knowledge of the ways language can represent particular views and aspects of the world, through engaging with the study of a range of literary and other texts. Their study may also extend to exploring how language and the use of visual images and music can evoke particular responses from an audience.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module G: Local Heroes

Through the study of the module *Local Heroes – English and community life,* students develop an understanding of and proficiency in the use of language to investigate the positive contributions of individuals and groups in their local community. Students develop knowledge and skills to explore and research local issues and the life stories and experiences of community members in the local and broader community. They identify individuals who have made a positive contribution to the community and reflect upon how their own experiences and identity are influenced by selected community members.

Students respond to and compose a range of texts related to community life and engage in a range of rich language experiences that are given significance through being connected to their local community. Students have the opportunity to interact purposefully with local organisations, groups and individuals, and establish connections with their local community. These community organisations could include sporting clubs, charities, creative and performing arts groups, business networks or media agencies.

Students consider role models in the community and examine the qualities, behaviours and values these people exhibit to develop an understanding of how communities can be formed and sustained by social and cultural relationships. They respond to and compose a range of short and more sustained texts, as well as critiquing and reflecting on the stories and experiences of these community members.

Students explore their own collective experiences and opinions through a range of creative and personal compositions and develop an appreciation of how texts represent the connection between individuals and their communities, and the effect of such texts on individuals and communities.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module H: Part of a Family

Through the study of the module *Part of a Family – English and family life,* students develop their understanding of, and proficiency in, the use of language related to the nature of families, the roles of family within communities as well as their representations in text. Students develop knowledge, understanding and skills in accessing and comprehending official information to support families. They develop skills in using appropriate terminology and styles of language appropriate to the explanation and discussion of general issues relating to family life.

Students have the opportunity to develop knowledge, understanding and skills in the comprehension and composition of a range of informative texts, in both print and digital forms, for example reports and fact sheets, and engage with and critique a range of literary texts that explore the diverse representations of family in an imaginative way. They further develop their abilities to analyse how language is used to portray and explore ideas and issues, for example the significance of relationships within and between families and the experiences of the individual within a family network.

Students consider how texts represent a broad range of family structures and relationships in different ways and investigate how attitudes and individuals are depicted in these texts. These texts may include substantial texts for example novels, autobiographies, biographies, films or plays, as well as multimedia. Students explore individual and collective experiences and opinions and extend their skills in responding to texts by representing their own ideas and experiences in a range of creative and personal ways.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module I: Discovery and Investigation

Through the study of the module *Discovery and Investigation – English and the sciences,* students develop understanding of, and proficiency in, the use of language related to science and the representation of science in our world. They develop knowledge and skills in comprehending and using terminology and styles of language from a range of contexts appropriate to explanation and discussion of general scientific issues and topics, and in composing a range of texts relevant to the world of science, for example reports, fact sheets and informative feature articles.

Students have the opportunity to develop confident use, and understanding, of a range of texts that explain, instruct, hypothesise, present arguments and solve problems in important areas of everyday life. These may include scientific fields, for example medicine and health, agriculture, the environment, forensics and technology. They develop a deeper understanding of relationships between evidence and conclusions, approaches to problem-solving and of ways of presenting logical connections. Students also have the opportunity to develop skills in accessing and comprehending information that enables them to have an increasingly informed view on the sciences and express their ideas orally and in short and extended written forms.

In studying this module, students strengthen their skills in comparing and evaluating different views on science-based matters and develop their understanding and language skills relevant to their lives and appropriate to discussion about the sciences. This module also supports the development of communication skills in related Stage 6 studies.

Students experience and engage with a range of literary texts, in both print and digital forms, that explore science, scientific research and discovery, the lives of scientists and the role of science in our daily lives in an imaginative way. They have the opportunity to consider how these texts explore and show the impact and importance of science and of scientific ethics. Students explore how the sciences have contributed to individuals, communities and the nation as a whole. The texts may include longer texts for example novels, nonfiction (eg autobiographies, biographies and speeches), films or plays that dramatise the inspiring endeavour and sacrifice of scientific researchers and innovators throughout history.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module J: In the Marketplace

Through the study of the module *In the Marketplace – English and the world of business,* students develop understanding and proficiency in the use of language related to the world of business and commerce as well as its representation in a variety of texts. They develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to and evaluating general issues and topics related to business, for example advertising and consumerism.

Students have the opportunity to further develop their skills in comprehending and creating informative, analytical and persuasive texts which may include digital and print media, in-house business publications, graphical representations for example charts and tables, websites and workplace policy documents. Students develop confidence in the use and understanding of a range of texts that explain, instruct, hypothesise and present arguments related to business and commerce. They strengthen their understanding of how language and other techniques are used to explore, describe and explain the impact of business and commerce on the working and recreational lives of individuals and communities in Australia and beyond.

Students may draw on their experiences of being in the world of work in order to shape their continuing understanding of employment and increase their capacity to develop employability skills. Students may have an opportunity to undertake an investigation into advertising and its relationship with business and the subsequent effects on consumers, focusing on an analysis of how language forms and features are manipulated in the promotion of products and ideas. They also consider the ethics surrounding the world of business and advertising. The study may also support the development of communication skills in related Stage 6 studies.

Students experience, engage with, critique and create literary and other texts related to business at the local, national and international level. Through their engagement with, and creation of, texts in both print and digital forms, students explore issues related to the diversity and complexity of business, innovation and achievement. These texts may include substantial texts for example novels, autobiographies, biographies, films or plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module K: The Big Screen

Through study of the module *The Big Screen – English in filmmaking,* students develop a deeper understanding of and proficiency in the use of language and techniques related to films, exploring the ways in which language is used in the production, promotion, reception and criticism of films. Students investigate and research from a variety of sources the complex nature of meaning in visual texts and how these texts are constructed. Students develop their knowledge, understanding and skills by responding to and composing a range of texts in short and extended forms, for example interviews, film reviews, discussions and promotional material about films.

Students have the opportunity to engage with, critique and enjoy a range of films, for example narrative and documentary films, as well as feature length and short films, that employ language and other cinematic techniques imaginatively and directly to convey meaning. Students consider the power of films to engage and influence thoughts, feelings, behaviour and attitudes and the techniques used by filmmakers to achieve this impact with their audiences.

Students may also explore the world of films and filmmakers through the study of longer texts, for example biographies, autobiographies, novels or plays that have been adapted as films, and storyboards or film scripts used in the production of films. They may research and engage with both the perspectives of the actors and production crew and explore the nature of their contributions. Students have opportunities to create their own short films, to write short film scripts and to engage in the processes associated with all facets of film production, post-production, marketing, promotion and evaluation.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module L: Who do I think I am?

Through the study of the module *Who do I think I am? – English and the self,* students develop an understanding of language and texts typically used to express people's ideas, emotions and beliefs about themselves and their lives. As students respond to and compose texts, they learn about how an individual can share experiences and reveal beliefs, aspirations and talents through exploring how language is used in conversations, interviews, biographies, autobiographies and written reflections in a range of media, for example digital, print and visual. Students have opportunities to develop and express a positive view of themselves and their relationships and roles in families and communities through developing their understanding of the power of language to communicate and represent experience. They respond to and compose texts to explore and analyse language used to build and strengthen relationships and to communicate the achievements and feelings of individuals.

Students have the opportunity to develop their ability and willingness to communicate ideas in private and community forums, and to present themselves positively in a range of contexts, including more formal contexts, for example job interviews. They develop awareness of how to present their personal image appropriately and judiciously for a public audience. In doing so, students strengthen their skills in the preparation and presentation of portfolios that showcase their interests, abilities and achievements. Students experience, engage with and critique both short and sustained literary texts that focus on individuals 'telling their stories' imaginatively, in ways that explore issues of identity and self-worth.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module M: Landscapes of the Mind

Through the study of the module *Landscapes of the Mind – English and the creative arts,* students develop understanding and proficiency in the use of language related to the visual and performing arts. They develop knowledge, understanding and skills in comprehending and using terminology, styles and appropriate language forms for appreciating, promoting, discussing, expressing opinions about, and assessing artistic works and performances of music and/or drama.

Students develop enjoyment of, and confidence in, comprehending, identifying features of, and composing a variety of texts, for example catalogues, programs, promotional material and reviews. This study may occur in the context of contemporary creative arts or the creative arts of the past and may emphasise one particular aspect of interest from the broad range of the visual and performing arts. The study may focus on creative endeavours within Australia, for example the works of or by Aboriginal and/or Torres Strait Islander Peoples, and from other nations or cultures.

Students consider the widespread impact of the arts in everyday life and further develop their language skills to equip them to participate in associated understanding, appreciation, discussion and debate. Students engage with, critique and create a range of texts, in a variety of forms, which provide insight into the lives of artists, composers, dancers, actors and directors as well as the powerful, central and influential role of the arts in individual human lives, communities and in society as a whole. Students respond to and compose a variety of critical and creative texts, analysing and assessing ideas and practices related to the visual and performing arts. They reflect on the creative processes which help shape their own artistic works or products as well as those of established figures in the creative arts world. By responding to and composing a variety of texts in both print and digital forms, students explore issues related to the diversity and complexity of artistic ethics, originality, innovation and achievement. These texts may include substantial texts for example novels, autobiographies, biographies, films or plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module N: The Way We Were

Through the study of the module *The Way We Were – English for exploring our past,* students develop understanding and proficiency in the use of language related to history, with a specific focus on the ways history is presented through texts. They develop knowledge, understanding and skills in comprehending and using terminology and styles and language forms necessary for analysing, discussing, responding to and evaluating general issues and topics relating to 'exploring our past'. They further develop their skills in comprehending, expressing opinions and composing imaginative, analytical, persuasive and informative texts about 'the way we were' in different contexts, for example the local community, the wider community and the workplace.

Work undertaken as part of this module supports enjoyment in, and confident use and understanding of, a range of texts that analyse and explain, challenge and argue, and imagine and hypothesise, with regard to 'exploring our past'. This study develops students' understanding of how language and other techniques are used in texts to present and reflect on the past. This study focuses on the ways in which texts present significant events, people and achievements of the past at the local and/or global level. In addition, it may also extend to providing students with the opportunity to consider texts through the notion of the individual, for example a parent, employee, sportsperson, or musician, who is historically important, or through a community perspective, for example a focus on refugees, rural communities or indigenous communities. The study also supports the development of communication skills in related Stage 6 studies.

Students have the opportunity to experience, engage with, critique and create literary and other texts in print, spoken, visual and electronic forms, with a particular focus on recounts and historical narratives. The texts may depict events, individuals, communities and/or the workplace in factual or imaginative ways, and may include extended texts, for example novels, biographies, autobiographies, films and plays, as well as other texts, for example artworks, poems, picture books, speeches, films, oral stories, obituaries, media texts and workplace and community texts.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Glossary

Glossary term	Definition
Aboriginal and/or Torres Strait Islander Peoples	The term describes people who are either Aboriginal *or* Torres Strait Islander or are Aboriginal *and* Torres Strait Islander. An Aboriginal and/or Torres Strait Islander person is someone who: • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community in which they live.
Aboriginal cultural protocols	Aboriginal cultural protocols describe appropriate ways of behaving, communicating and showing respect for diversity of histories and cultures. This involves appreciation of the knowledge, standing and status of people within the local Aboriginal community. Protocols inevitably vary between communities, and between people within a community. In establishing partnerships between Aboriginal communities and industries or professions, it is especially important that protocols are acknowledged and respected.
Aboriginal English	Aboriginal English is a dialect of Standard Australian English. It is a distinctly Aboriginal kind of English and is a powerful vehicle for the expression of Aboriginal identity (see Diane Eade 1995, *Aboriginal English*, Board of Studies NSW, Sydney).
active listening	A formal listening technique that develops communication skills through the processes of understanding information, remembering and retaining it and responding appropriately.
active voice	(*see* voice)
adjective	A word class that describes a noun to add extra meaning. Different types of adjectives include: ● possessive adjectives, for example *my*, *his*, *her* ● numbering adjectives, for example *two*, *many*, *lots of* ● describing adjectives, for example *big*, *old*, *yellow*, *beautiful* ● comparing adjectives, for example *more delicate*, *best*, *bigger* ● classifying adjectives, for example *Persian cat*, *air transport*.
adverb	A word class that modifies: ● a verb, for example 'She sings *beautifully*.' ● an adjective, for example 'He is *really* interesting.' ● another adverb, for example 'She walks *very* slowly.' In English many adverbs have an *-ly* ending.

Glossary term	Definition
adverbial	An adverbial phrase or clause contributes additional information to the main clause. Generally, these will answer the questions: ● how, for example 'They walked to town *very quickly*.' ● when, for example 'She had dinner *after everyone had left*.' ● where, for example 'I spoke with him *outside the house*.' ● why, for example 'Tom felt tired *because he had run a marathon*.' An adverbial can also contribute evaluative interpersonal meaning to a clause, for example '*Frankly*, I don't care'. Adverbs, adverb groups, prepositional phrases, nouns and noun groups can function as adverbials.
aesthetic	Relating to a sense of beauty or an appreciation of artistic expression. The selection of texts that are recognised as having aesthetic or artistic value is an important focus of the study of literature.
allegory	A story in prose fiction, poetry, drama or visual language that has more than one level of meaning. The characters, events and situations can represent other characters, events and situations. For example, the witch trials in *The Crucible* are an allegory of the US HUAC hearings in the 1950s. Allegories often represent moral or political situations.
alliteration	The recurrence, in close succession, of the same consonant sounds usually at the beginning of words. In 'ripe, red raspberry', the repetition of the 'r' sound creates a rich aural effect, suggesting the lusciousness of the fruit.
allusion	A deliberate and implicit reference to a person or event, or a work of art which draws on knowledge and experiences shared by the composer and responder.
alphabetic principle	The awareness of the systematic relationship between letters and sounds. This involves understanding that letters represent sounds, that speech can be turned into print and that print can be turned into speech.
analogy	A comparison demonstrating the similarities between two things, people or situations. It is a device to clarify an idea through a connection. Analogies are often used in persuading, explaining or arguing a point.
animation	A simulation of movement created by displaying a series of pictures or frames, for example a cartoon.
antonym	A word or word group with a meaning opposite to that of another word or word group, for example *hot* (cold), *go away* (come back).
apostrophe (')	A punctuation marker used to: ● indicate possession, for example 'Rosie's cup'. Note: an apostrophe attaches to nouns, not possessive pronouns such as *hers*, *his*, *its*, *theirs*, *ours* ● indicate missing letters or numbers in a contracted expression, for example 'He's gone home', 'It's news to me'.
apposition	When one noun group immediately follows another with the same reference, they are said to be in apposition, for example 'our neighbour, Mr Grasso ...', 'Canberra, the capital of Australia ...'.

Glossary term	Definition
appreciation	The act of discerning quality, value and enjoyment in imaginative, informative and persuasive texts.
appropriation	Taking an object or text from one context and using it in another context. The process can allow new insights into the original text or object and emphasise contextual differences. Appropriation also gives extra insight into the newly created or used text or object. Texts can be appropriated for a range of purposes, including satirical criticism, consideration of existing ideas in a new context and exploration of cultural assumptions. The mass media frequently appropriate words, images and icons from other cultural contexts. Films and novels are often appropriations of earlier texts.
argument	The reasons and evidence given to support an idea or a proposition.
article	There are three articles in the English language: *a*, *an*, *the*. Articles are placed before nouns and form part of the noun group when referring to either a specific person or thing (the) or a non-specific person or thing (a, an). *The* is called a definite article; *a* and *an* are called indefinite articles.
audience	The intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing.
author	The composer or originator of a work (for example a novel, play, poem, film, website, speech, essay, autobiography). *Author* is most commonly used in relation to novels.
auxiliary verb	A verb that gives further semantic or syntactic information about a main or full verb. The most common auxiliary verbs are *be*, *do* and *have*. Note that they are only auxiliary verbs when connected to another verb. They can be used as verbs on their own. *Will* and *shall* are auxiliary verbs used to express future time. Modal auxiliaries, for example *shall*, *could* and *might* also operate to adjust verb meanings.
bias	In argument or discussion, to favour one side or viewpoint by ignoring or excluding conflicting information; a prejudice against something.
body language	A form of non-verbal communication which consists of body movements and postures, gestures, facial expressions, and eye and mouth movements, for example crossed arms or leaning away from or towards another person.
brackets	(*see* parentheses)
breadcrumb trail	A method for providing ways to navigate through a website. The breadcrumb trail shows where users are, how they got there, and how to move back to the places they have been. An example of a breadcrumb trail is: Home > Products > Purchase > Checkout.
camera angle	The angle at which the camera is pointed at the subject. It is the perspective from which the camera shoots and from which the viewer ultimately sees the image. Vertical angle can be low, level or high. Horizontal angle can be oblique (side on) or frontal.

Glossary term	Definition
clause	A clause is a complete message or thought expressed in words. The essential component of a clause is a finite verb or verb group, for example 'She *played* in the sandpit', 'Duc *was running* home'. ● A *main clause* (also known as a principal or independent clause) is a clause that can stand alone as a complete sentence, though it may be joined with other clauses, for example '*The child came first*'. ● A *subordinate clause* (also known as a dependent clause) is a group of words that cannot stand alone or make complete sense on its own. It needs to be combined with a main clause to form a complete sentence. Subordinate clauses will usually be adjectival or adverbial clauses. ● An *adjectival clause* is a clause that provides information which defines the qualities or characteristics of the person or thing named. It usually begins with a relative pronoun and is sometimes called a relative clause, for example 'The child *who had the red top* came first'. ● An *adverbial clause* is a clause that modifies the verb in the main clause, for example 'The child came first *because he was the fastest runner'*. ● An *embedded clause* occurs within the structure of another clause, often as a qualifier to a noun group, for example 'The man *who came to dinner* is my brother'.
cohesion	That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through shaping the form, creating a structure that the responder can recognise and use to navigate the text, and using features of language that link the various parts of the text into a complete whole. These features can include connectives such as 'furthermore' and 'therefore', cross-references to different parts of the text, and reiteration of the title or terms of the topic or question being addressed in the text.
cohesive links	Those language features that help to develop unity within a text. Cohesion can involve referring words such as pronouns, eg '*Tony* wanted to escape but *he* couldn't run', or content words that are related in various ways, for example '*Tony* wanted to escape but *was too tired* to run'.
collaborative learning	An approach to teamwork that enables students to combine their individual skills and resources to generate creative solutions to problems.
collocation	Words that commonly occur in close association with one another (for example, ‘blonde’ goes with ‘hair’, ‘butter’ is ‘rancid’ not ‘rotten’, ‘salt and pepper’ not ‘pepper and salt’).
colloquial	Informal expression of language, characteristic of speech and often used in informal writing. The register of everyday speech.
colon (:)	A punctuation convention used to separate a general statement from one or more statements that provide additional information, explanation or illustration. The statements that follow the colon do not have to be complete sentences. They will generally form a list and may be set out in dot points.

Glossary term	Definition
comma (,)	A punctuation marker used to indicate the grammatical organisation of sentences. Commas are used in sentences: ● to indicate separation between parts of a sentence such as clauses or phrases, where such separation is important to the meaning, for example 'Children, who cannot lift such heavy weights, will not be allowed to participate', 'Children who cannot lift such heavy weights will not be allowed to participate'. ● to separate words, phrases or numbers in a series, for example 'Children like to eat apples, bananas, oranges and watermelons'.
command (or imperative)	A sentence that gives direction or seeks an active response, for example 'Leave now!', 'Go!' Commands always end with an exclamation mark.
communication technologies	An overarching term encompassing the technologies (applications and devices) that facilitate wide scale communication. These may include film, websites, email and social networking platforms.
complex sentence	(*see* sentence)
composer	A collective noun to include an author, poet, playwright, director, designer and so on.
composing	The activity that occurs when students produce written, spoken or visual texts. Composing typically involves: ● the shaping and arrangement of textual elements to explore and express ideas, emotions and values ● the processes of imagining, organising, analysing, drafting, appraising, synthesising, reflecting and refining ● knowledge, understanding and use of the language forms, features and structures of texts ● awareness of audience and purpose.
composition	The combination and integration of the various elements of an image into a whole text.
compound sentence	(*see* sentence)
compound word	A word consisting of two or more words that has a meaning different from that of the individual words, for example *farmyard*.
comprehension strategies	Strategies and processes by which readers bring meaning to and extract meaning from texts. Key comprehension strategies include: ● activating and using prior knowledge ● identifying literal information explicitly stated in the text ● making inferences based on information in the text and their own prior knowledge ● predicting likely future events in a text ● visualising by creating mental images of elements in a text ● summarising and organising information from a text ● integrating ideas and information in texts ● critically reflecting on content, structure, language and images used to construct meaning in a text.

Glossary term	Definition
concepts about print	Concepts about how English print works. They include information about where to start reading and how the print travels from left to right across the page. Concepts about print are essential for beginning reading.
conjunction	A word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two major types of conjunctions for linking messages: ● coordinating conjunctions link words, phrases and clauses in such a way that the elements have equal status in meaning. They include conjunctions such as *and*, *or*, *but* ● subordinating conjunctions introduce certain kinds of subordinate clauses. They include words such as *that*, *whether* (or *if*), *while*, *after*, *when*, *because*, *if* (in the conditional sense) and serve to mark the kind of subordinate clause introduced.
connective	Words which link paragraphs and sentences in logical relationships of time, cause and effect, comparison or addition. Connectives relate ideas to one another and help to show the logic of the information. Connectives are important resources for creating cohesion in texts. The logical relationships can be grouped as follows: ● temporal – to indicate time or sequence ideas, for example *first*, *second*, *next* ● causal – to show cause and effect, for example *because*, *for*, *so* ● additive – to add information, for example *also*, *besides*, *furthermore* ● comparative – for example *rather*, *alternatively* ● conditional/concessive – to make conditions or concession, for example *yet*, *although* ● clarifying – for example *in fact*, *for example*.
connotation	The nuances or shades of meaning attached to words, beyond that of their literal or dictionary meanings. Connotations may be positive, negative or neutral.
context	The range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed.
contraction	A contraction is a shortened form of one or two words (one of which is usually a verb). In a contraction, an apostrophe takes the place of the missing letter or letters. Some contractions are: *I'm* (I am), *can't* (cannot), *how's* (how is), and *Ma'am* (Madam).
convention	An accepted language practice that has developed over time and is generally used and understood, for example use of punctuation.
coordinating conjunctions	Words that link phrases and clauses in such a way that the elements have equal status in meaning. Examples of these conjunctions include *and*, *or*, *either*/*neither*, *but*, *so* and *then* (see conjunction).
create/compose	Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.
creating/composing	'Creating' refers to the development and/or production of spoken, written, visual or multimodal texts in print, graphic or digital forms.

Glossary term	Definition
creativity	The dynamic process of using language to conceptualise, interpret and synthesise ideas in order to develop a 'product'.
critical	Exploration of the quality of argument, content, analysis, information or persuasion in oral, visual or written text, to assess the way in which themes, issues or ideas are presented for the audience and purposes intended.
cultural assumption	Beliefs or attitudes about such things as gender, religion, youth, age, disability, sexuality, social class and work that are taken for granted as being part of the fabric of the social practices of a particular culture. Cultural assumptions underlie cultural expressions in texts and may also be embedded in texts in various ways.
cultural expression	The articulation or representation of beliefs, practices or attitudes pertaining to a particular culture.
culture	The social practices and ways of thinking of a particular people or group, including shared beliefs, values, knowledge, customs, lifestyle and artefacts.
dash (–)	A punctuation marker used to indicate a break or pause in a sentence or to begin and end a parenthetical clause. It is increasingly used in formal and informal writing where traditionally a colon, semicolon or comma may have been used, for example in a parenthetical clause.
decode	The process in which knowledge of letter–sound relationships, including knowledge of letter patterns, is used to identify written words.
dependent clause	(*see* clause)
design	The way particular elements are selected, organised and used in the process of text construction for particular purposes. These elements might be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page, screen or 3D) and multimodal (a combination of more than one).
dialect	The forms of a given language which differ from one another in details of sound system, vocabulary and grammar, each of which is usually to be found in a particular region or social class.
digital texts	Audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature (e-books) and apps.
digraph	Two letters that represent a single sound (phoneme). Vowel digraphs are two vowels (*oo*, *ea*). Consonant digraphs have two consonants (*sh*, *th*). Vowel/consonant digraphs have one vowel and one consonant (*er*, *ow*).
directionality	The direction in which English print is read. Early readers need to learn where to start reading and in which direction the print travels, noting that other languages may not follow this convention.

Glossary term	Definition
discourse markers	Words and phrases used in speaking and writing to 'signpost' discourse by showing turns, joining ideas together, showing attitude, and generally controlling communication. Some people regard discourse markers as a feature of spoken language only (for example, 'actually', 'so', 'OK', 'right?', 'anyway').
discursive texts	Texts whose primary focus is to explore an idea or variety of topics. These texts involve the discussion of an idea(s) or opinion(s) without the direct intention of persuading the reader, listener or viewer to adopt any single point of view. Discursive texts can be humorous or serious in tone and can have a formal or informal register. They include texts such as feature articles, creative nonfiction, blogs, personal essays, documentaries and speeches.
e-literature	The electronic publication of literature using the multimedia capabilities of digital technologies to create interactive and possibly non-linear texts, through combining written text, movement, visual, audio and spatial elements. It may include hypertext fiction, computer art installations, kinetic poetry and collaborative writing projects allowing readers to contribute to a work. E-literature also includes texts where print meanings are enhanced through digital images and/or sound and literature that is reconstituted from print texts, for example online versions of *The Little Prince* or *Alice in Wonderland*. In the form of e-books they are constructed to be read through e-readers and electronic tablets.
electronic media	Media technology, for example television, the internet, radio and email, that communicates with large numbers of people. Much electronic media will be interactive.
ellipsis	Ellipsis is the omission of words where: ● words repeat what has gone before and these terms are simply understood, for example 'The project will be innovative. To be involved (*in the project*) will be exciting.' ● a word like *one* is substituted for a noun or noun group, as in 'There are lots of apples in the bowl. Can I have one?' (*of them*) ● a cohesive resource binds text together and is commonly used in dialogue for speed of response, for example (*Do you*) 'Want a drink?'/'Thanks' (*I would like a drink*) ● three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu ● the points of ellipsis take the place of sections of text when quoting from a source.
email	Electronic mail. Correspondence sent and received using electronic addresses, including messages, documents and graphics.
emotive language	Language that creates an emotional response.
etymology	The origins of, and changes to, words in relation to meaning, for example words derived from earlier or other languages, place names, words derived from people's names, coinages (for example *googling*). (*See* word origin.)

Glossary term	Definition
evaluative language	Positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgements about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. It includes evaluative words. The language used by a speaker or writer to give a text a particular perspective (for example judgemental, emotional, critical) in order to influence how the audience will respond to the content of the text.
everyday and workplace texts	Texts that communicate in everyday situations and workplaces. Everyday and workplace texts are composed with a sensitivity to the broad range of language competencies among the intended audience, and the contexts within which they are placed. Examples of everyday texts include road signs, information texts provided by government departments and instructions on appropriate behaviour in places like schools, restaurants and parks. Examples of workplace texts include safety signs, information texts relating to workplace procedures, and texts that use the jargon of the workplace.
exclamation mark (!)	A punctuation marker used at the end of a sentence to emphasise the emotion or feeling that is contained in the sentence. In some forms, such as personal letters, it may be used to strengthen the humorous element in a sentence, for example 'We found the cat asleep in the rubbish bin!' Exclamation marks are always used at the end of sentences containing a command – Go!
figurative language	Words or phrases used in a way that differs from the expected or everyday usage. Figurative language creates comparisons by linking the senses and the concrete to abstract ideas. Words or phrases are used in a non-literal way for particular effect, for example simile, metaphor, personification. Figurative language may also use elements of other senses, as in hearing with onomatopoeia, or in combination as in synaesthesia.
finite verbs	Verbs that have a specific tense and a subject with which they grammatically agree (*see* verb). A complete sentence must contain a finite verb.
fluency	Ease of flow, for example in talking, reading, handwriting and spelling.
framing	The way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness.
full stop (.)	A punctuation marker used to indicate the end of a sentence that is a statement or command, for example 'Maria came into the room.', 'Come into the room, Maria.'
gaze	The directed look of either a viewer or figure in an image, including demand and offer.

Glossary term	Definition
gender	● In text study, exploration of the way notions of gender identity are constructed by the language and values of the text. ● In grammar, a requirement for agreement between nouns, adjectives, verbs and pronouns that must agree when they are referring to males or females.
genre	The categories into which texts are grouped. The term has a complex history within literary and linguistic theory and is often used to distinguish texts on the basis of, for example, their subject matter (detective fiction, romance, science fiction, fantasy fiction) and form and structure (poetry, novels, short stories).
grammar	The structure of the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the construction of words (graphemes), the word, the sentence and the text.
grammatical/syntactical information	Information about language structure in comprehending a text, for example sentence structure, text organisation and word order.
grapheme	A letter or combination of letters that corresponds to or represents phonemes, for example the *f* in frog, the *ph* in phone, the *gh* in cough.
graphological	Visual information about words and texts in print, for example letter sequences, punctuation. The 26 letters that make up the English alphabet are the basic data of the system of writing and reading. Each individual word in a printed text is visually identifiable because it is made up of a unique subset and sequence of these letters. In the reading process graphological knowledge involves identification of printed words through visual processing. The visual processing system gradually builds up detailed images of a growing number of words that it can process automatically (with the aid of other processing systems). Accuracy, fluency and, eventually, automatic recognition of words by sight depend greatly on the completeness and rapidity of one's visual memory of the words. In early processing, the whole word is recognised as an image, but later processing involves combining letter sequences, use of which is facilitated by phonological knowledge. Graphological knowledge is also required for spelling and handwriting.
graphophonic knowledge	The knowledge of how letters in printed English relate to the sounds of the language.
handwriting	The production of legible, correctly formed letters by hand with the assistance of writing tools.
high-frequency sight words	The most common words used in written English text. They are sometimes called 'irregular words' or 'sight words'. Many common or high-frequency words in English are not able to be decoded using sound–letter correspondence because they do not use regular or common letter patterns. These words need to be learned by sight, for example *come*, *was*, *were*, *one*, *they*, *watch*, *many*, *through*.

Glossary term	Definition
home language	A language acquired and used in the home or community by members of a family, for example speaking Mandarin at home in an English-speaking country.
homograph	A word with the same spelling as another, but of different origin and meaning, for example *wind* (the wind blows), *wind* (wind the clock).
homonym	A word having the same sound and the same spelling, but a different meaning, for example *strike* (verb), *strike* (noun).
homophone	A word having the same sound as another but different spelling and meaning, for example *bear*, *bare*.
hybrid texts	Composite texts resulting from mixing elements from different sources or genres (for example infotainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print.
hyperlink	An area of a web page or email (either text or an image) that the user can click on in order to go to another item or source of information.
hyphen (-)	A punctuation marker used to indicate that a word is divided. The hyphen is placed between syllables or, in the case of compounds, between the parts of the word, for example *role-play*, *self-correcting*, *pre-eminent*. In print it may be used to break a word across a line to ensure a consistent right margin.
icon	An image or likeness that carries meaning beyond its literal interpretation. The cross is an icon that represents Christianity, the Sydney Opera House is an icon that represents Sydney or Australia. The meaning of 'icon' has also broadened to refer to an image or likeness that is admired and valued because of the qualities inherent in what it represents. For example, leading figures in popular culture enjoy iconic status when they are seen as representing admired qualities such as intelligence, creativity, leadership, courage, talent, physical strength, grace or endurance.
iconography	The visual images and symbols associated with a particular person, place, event, situation or concept.
idiom	An expression peculiar to a language, that cannot be taken literally, for example 'I've got a frog in my throat'.
idiomatic expressions	Words or ways of speaking which are peculiar to a language or area. The users of the text understand it to mean something other than its literal translation. Idiomatic expressions give a distinctive flavour to speech or writing, for example 'on thin ice', 'fed up to the back teeth'. They can be over-used, to the point of cliché.
imagery	The use of figurative language or illustrations to represent objects, actions or ideas.

Glossary term	Definition
imaginative	The ability to use the mind for a wide array of purposes. These purposes include, but are not limited to, creating and forming images, ideas and thoughts, developing new insights, reflecting on one's own self and others, and solving problems.
imaginative text	(*see* types of texts)
Indigenous cultural and intellectual property	Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous people as a whole or their territory.
indirect speech	(*see* reported speech)
inference	The process of drawing conclusions based on evidence from a text.
informative text	(*see* types of texts)
interpretive	Responding to a text in order to draw meaning from it.
intertextuality	The associations or connections between one text and other texts. Intertextual references can be more or less explicit and self-conscious. They can take the form of direct quotation, parody, allusion or structural borrowing (*see* appropriation).
intonation	The pattern of pitch changes revealed in speech.
irony	A clash between what the words say and what they mean. Irony has three forms: ● rhetorical irony – saying something contrary to what is meant, for example 'I had a great time' (*I was bored*) ● dramatic irony – stating or doing something unaware of its contrast with the real situation, for example where the reader or watcher knows disaster is about to befall a character who says 'I've never been happier' ● situational irony where events are opposite to expectations.
juxtaposition	The placement of two or more ideas, characters, actions, settings, phrases or words side-by-side for a particular purpose, for example to highlight contrast or for rhetorical effect.
language	A system of meaning, in spoken, written, visual and physical modes, for communicating ideas, thoughts and feelings.
language concepts	An overarching term including language forms and features, modes, and pattern.
language features	The features of language that support meaning, for example sentence structure, vocabulary, illustrations, diagrams, graphics, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning (*see* structures of texts). These choices vary according to the purpose of a text, its subject matter, audience and mode or media of production.

Glossary term	Definition
language forms and features	The symbolic patterns and conventions that shape meaning in texts. These vary according to the particular mode or media of production and can include written, spoken, non-verbal or visual communication of meaning (*see* textual form).
language modes	Listening, speaking, reading, writing, viewing and representing. These modes are often integrated and interdependent activities used in responding to and composing texts in order to shape meaning. It is important to realise that: ● any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts ● the refinement of the skills in any one of the modes develops skills in the others. Students need to build on their skills in all language modes.
language patterns	The arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example the repeated use of verbs at the beginning of each step in a recipe or the repetition of a chorus after each verse in a song). The patterns may alternate (for example the call and response pattern of some games or the to and fro of a dialogue). Other patterns may contrast (for example opposing viewpoints in a discussion or contrasting patterns of imagery in a poem). The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning.
layout	The spatial arrangement of print and graphics on a page or screen, including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes.
letter–sound relationship	Association between a sound in English and a letter or letter pattern in words. This assists in word recognition when reading (*see* graphophonic knowledge).
lexical chain	A sequence of related words in writing.
lexical cohesion	The use of word associations to create links in texts. Examples of links are the use of repetition of words, pronouns, synonyms, antonyms and words that are related, for example, by class and subclass (s*ee* cohesion).
linking devices	Devices that link words, phrases and sentences, often used interchangeably with conjunctions or text connectives.
listening	The use of the sense of hearing, as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems (*see* active listening).
literacy	Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. It encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and beyond.

Glossary term	Definition
literary devices	Literary devices include textual elements such as structure, generic conventions, language forms and features that are used to shape meaning in texts; for example figurative language or soliloquy.
literary texts	Past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value.
literature	Literally means anything written, but the term is generally associated with works of imagination, fictional and non-fictional. It is often used to mean texts that are highly regarded examples of their forms and media.
mass media	Technologies used to communicate information to large numbers of people over distances.
media	Means of communication, for example print, digital. Plural of medium.
memory	Recognition, retention, recall and learning. The term is used to describe spelling strategies that draw on 'known' or 'remembered' words. Memory may be: ● visual – recognising and recalling visual features, for example *little* and *kettle* have similar patterns ● auditory – recognising and recalling sound features by saying individual sounds and matching to letters in a word, including syllabification ● kinaesthetic – recognising and recalling by writing, for example Look, Cover, Write, Check ● tactile – recognising and recalling the feel of words ● articulatory – recognising and recalling the way the word is made in the mouth.
metalanguage	Language (which can include technical terms, concepts, ideas or codes) used to describe and discuss a language. The language of grammar and the language of literary criticism are two examples of metalanguage.
metaphor	A resemblance between one thing and another is declared by suggesting that one thing is another, for example 'My fingers are ice'. Metaphors are common in spoken and written language and visual metaphors are common in still images and moving images.
metonymy	The use of the name of one thing or attribute of something to represent something larger or related, for example using the word 'crown' to represent a monarch of a country; referring to a place for an event as in 'Chernobyl' when referring to changed attitudes to nuclear power, or a time for an event as in '9/11' when referring to changed global relations.
modal verb	A verb that expresses a degree of probability attached by a speaker to a statement (for example 'I might come home') or a degree of obligation (for example 'You must give it to me').

Glossary term	Definition
modality	Aspects of language that suggest a particular perspective on events, a speaker or writer's assessment of possibility, probability, obligation, frequency and conditionality. Modality forms a continuum from high modality (for example *obliged to*, *always*, *must*) to low modality (for example *might*, *could*, *perhaps*, *rarely*). Modality is expressed linguistically in choices for modal verbs (for example *can*, *may*, *must*, *should*), modal adverbs (for example *possibly*, *probably*, *certainly*, *perhaps*), modal nouns (for example *possibility*, *probability*, *certainty*) and modal adjectives (for example *likely*, *possible*, *certain*).
mode	The various processes of communication: listening, speaking, reading, writing, viewing and representing. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, for example sound, print, image and gesture (*see* language modes).
mood	● In literature, the emotive attitude or feeling carried by a particular text, for example happiness, excitement, doom. It has much in common with tone (*see* tone). ● Grammatically, a verb form conveying the speaker's attitude towards the subject. Traditionally classified as indicative (statements and questions), imperative (commands) or subjunctive (hypothetical or conditional). The subjunctive involves use of auxiliaries, for example *could*, *may*, *should*, *might*.
morpheme	The smallest meaningful or grammatical unit in language. Morphemes are not necessarily the same as words. The word *cat* has one morpheme, while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly *like* has one morpheme, while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. Morphemes are very useful in helping students work out how to read and spell words.
multimedia	Those texts that use more than one medium, for example combining visual media, for example words and images, with sound. Television, the internet and developments in computer and digital technology have resulted in multimedia texts becoming increasingly rich and complex. Multimedia texts now generally feature moving images, sophisticated and complex graphics, and interactivity. Examples of multimedia texts include texts delivered on personal digital devices, music videos, cartoons, video games and internet texts.
multimedial	Relating to the use of a combination of media, including text, graphics, images, audio, video and hypertext.
multimodal	Comprising more than one mode. A multimodal text uses a combination of two or more communication modes, for example print, image and spoken text as in film or computer presentations.
myths	Important stories that began in the early times of a culture and remained within that culture. They may be the basis of other pieces of literature.

Glossary term	Definition
narrative	A story of events or experiences, real or imagined. Narrative includes the story (what is narrated) and the discourse (how and why it is narrated). This includes the relationship between language, context and values represented through narrative. Narratology is a field of study that investigates the internal mechanisms of narrative.
neologism	The creation of a new word or expression. Words which were neologisms quickly become mainstream, for example *robot*, *email*.
nominalisation	A process for forming nouns from verbs (for example *reaction* from *react* or *departure* from *depart*) or adjectives (for example *length* from *long*, *eagerness* from *eager*). Also a process for forming noun phrases from clauses (for example 'their destruction of the city' from 'they destroyed the city'). Nominalisation is often a feature of texts that contain abstract ideas and concepts.
noun	A word used to represent people, places, ideas and things. ● Nouns used to name any one of a class of things are known as common nouns, for example *girl*, *classroom*, *egg*. ● Nouns used to name a place, a person or the title of something are known as *proper* nouns. They are signalled by a capital letter, for example *Sam*, *Wagga Wagga*, *Olympic Games*. ● Nouns used to name a group of things are known as *collective* nouns, for example *crowd*, *swarm*, *team*. ● Nouns used to name things that we cannot see but which exist in thoughts and feelings are known as *abstract* nouns, for example *sadness*, *love*, *wonder*. ● Pronouns are words like *I*, *you*, *them*, *hers* that are used in place of a noun (*see* pronoun).
noun groups	A group of words representing who or what is involved in the action or condition of the verb. Noun groups may occur in the place of the subject or the object of the verb. They can include different types of articles, adjectives and nouns linked together, for example '*The run-down old inner-city terrace house* is for sale'. Noun groups can also include adjectival phrases and adjectival clauses, for example '*The house with the broken windows* is for sale', 'The house *that we saw yesterday* is for sale'. A noun group can consist of two or more nouns, '*Boys and girls* come out to play', '*Jenny, the oldest child*, came into the room'.
noun–pronoun agreement	Occurs when a writer or speaker selects the correct pronoun for the noun or noun group to which it is referring, for example '*The boy* was looking for *his* father in the supermarket'. There should be agreement in number and gender. In an effort to avoid sexist statements the plural *their* is sometimes used in place of *his* or *her*, without regard for the rules of agreement.
number	A grammatical requirement for consistency between nouns, verbs and pronouns that must agree when they are referring to one (singular) or more (plural). If there is only one noun or pronoun in the subject, the verb must be singular and if there are more than one, the verb must be plural.

Glossary term	Definition
object	The noun, noun group or pronoun in a sentence that is affected by an action. To find the object ask who or what after the verb, for example 'The girl threw *the ball*'. (She threw what? Answer: the ball.)
onomatopoeia	The formation of a name or word by imitating the sound associated with the object designated.
onset/rime	The phonological units of a spoken syllable. A syllable can normally be divided into two parts: the onset which consists of the initial consonant or consonant blend and the rime which consists of the vowel and any final consonants. For example: bark *b* (onset), *ark* (rime) inside (no onset), *in* (rime), *s* (onset), *ide* (rime).
parentheses ( )	Punctuation markers used to enclose an explanatory word, phrase or sentence, an aside or a commentary, for example 'She was referring to her friend (Shirley) again'.
parody	A work intended to ridicule or mock through imitating the ideas, tone, vocabulary and stylistic features of another work.
passive voice	(*see* voice)
person	The relationship between a subject and its verb showing whether the subject is speaking about itself (*first person – I* or *we*), being spoken to (*second person – you*), or being spoken about (*third person – he*, *she*, *it* or *they*).
personification	Attributing human characteristics to abstractions such as love, things (for example *The trees sighed and moaned in the wind*) or animals (for example *The hen said to the fox*...).
perspective	A way of regarding situations, facts and texts.
persuasive text	(*see* types of texts)
phoneme	The smallest sound unit in a language that is capable of conveying a distinct meaning.
phonemic awareness	The awareness of sounds (phonemes) that make up spoken words. While phonemic awareness involves an understanding of the ways sounds function in words, it deals with only one aspect of sound: the phoneme. Phonemic awareness is one aspect of phonological knowledge and is very important for learning to read and spell.
phonics	The understanding that there is a predictable relationship between the sounds of a spoken language and the letters and spellings that represent these sounds in written language.

Glossary term	Definition
phonological knowledge	Information about the sounds of language and letter-sound relationships (when comprehending text). It refers to the ability to recognise that words are made up of a variety of sound units, for example single sounds (phonemes) and blends. It includes the ability to: ● attend to and segment the sound stream into 'chunks' of sound known as syllables. Each syllable begins with a sound (onset) and ends with another sound (rime), eg: – d-og onset and rime – el-e-phant syllables ● know letter-sound relationships and how to use these to read words (including understanding of the blending process) ● understand that there is a systematic relationship between letters and sounds (the alphabetic principle).
phrase	A group of words that forms part of a sentence and does not include a finite verb (*see* finite verbs). ● Adjectival phrase – a group of words (usually beginning with a preposition) that gives more information about a noun, for example '*The girl with brown curly hair* sat at the front', 'The flowers *in the vase* were wilting'. ● Adverbial phrase – a group of words that provides information about where, when, with what, how far, how long, with whom, about what, as what, for example 'She swept the floor *with an old broom'*, '*Throughout time* people have attempted to halt old age'.
picture book	A book, traditionally produced for children and now also being composed for older readers, in which words and illustrations complement each other to tell a story that might have some allegorical, instructive or moral level of significance.
poetic devices	Particular patterns and techniques of language used in poems to create particular effects based in the use of sound, the creation of images and other sensory inputs. Examples of these devices include metaphor, simile, metonymy, rhyme, rhythm, onomatopoeia, alliteration and assonance. Note that poetic devices may also be used in prose writing and drama scripts to obtain such effects.
poetic forms	Fixed forms within poetry that must comply with certain requirements, for example ballad, sonnet, elegy, ode, dramatic monologue. The form will often be determined by the tone and subject matter. Note that some poets may deliberately subvert the fixed form (*see* subvert).
point of view	● The particular perspective brought by a composer, responder or character within a text to the text or to matters within the text. ● Narrative point of view refers to the ways a narrator may be related to the story. The narrator, for example, might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens.
popular culture	Cultural experiences, widely enjoyed by members of various groups within the community, that are popular within their own time, for example Shakespearean drama in Elizabethan England.

Glossary term	Definition
positioning	The composing technique of causing the responder to adopt a particular point of view and interpret a text in a particular way. Composers position responders by selectively using detail or argument, by carefully shaping focus and emphasis and by choosing language that promotes a particular interpretation and reaction.
predictable text	Texts that are easily navigated and read by beginning readers because they contain highly regular features for example familiar subject matter, a high degree of repetition, consistent placement of text and illustrations, simple sentences, familiar vocabulary and a small number of sight words.
prediction	An informed presumption about something that might happen. Predicting at the text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at the sentence level is identifying what word is likely to come next in a sentence. It is a useful technique when teaching reading or when engaging with a text dealing with matters not previously known.
prefix	A word part that is attached to the beginning of a base word to change the meaning or form, for example *un*happy, *dis*like (*see* suffix).
preposition	A word that begins an adverbial phrase or an adjectival phrase indicating time, place, manner, causality, for example *in*, *on*, *after*, *before*, *by*, *under*, *over*, *of*, *through*. Pronouns following prepositions always take objective case, for example '*between* you and *me*' (not between you and I).
prepositional phrases	Units of meaning within a clause that begin with a preposition. They indicate how, when, where or why, for example 'She ran *into the garden*', 'He is available *from nine o'clock*'.

Glossary term	Definition
pronoun	A word that is used in place of a noun. There are different types of pronouns: ● personal pronouns represent specific people or things, for example *she*, *it*, *they*, *you*, *we* ● demonstrative pronouns indicate a thing or things, for example *this*, *these*, *that*, *those* ● possessive pronouns refer to the belonging of one thing, person, etc, to another, for example *his*, *theirs*, *yours*, *mine* ● interrogative pronouns represent the things that we are asking questions about, for example *who*, *whom*, *what*, *which* ● reflexive pronouns refer back to the subject of the sentence or clause. Reflexive pronouns end in *-self* (singular) or *-selves* (plural). The reflexive pronoun *myself* is not a substitute for the personal pronouns *I* or *me* ● reciprocal pronouns are used when each of two or more subjects is acting in the same way towards the other, for example 'Jack and Jill love *each other*', 'The footballers were blaming *one another'* ● indefinite pronouns do not refer to any specific person, thing or amount, for example *all*, *another*, *any*, *anybody/anyone*, *anything*, *each*, *everybody/everyone*, *everything*, *few*, *many*, *nobody*, *none*, *one*, *several*, *some*, *somebody/someone* ● relative pronouns introduce a relative clause. They are called relative because they relate to the words they modify. There are five relative pronouns: *who*, *whom*, *whose*, *which*, *that*.
pronunciation	The way in which a person speaks in terms of such aspects as articulation, rhythm (stress, pause), intonation (pitch, tone) and volume.
pun	A figure of speech where there is a play on words. Puns are usually humorous and rely on more than one meaning of a word to emphasise the point, which may be serious.
purpose	The purpose of a text, in very broad terms, is to entertain, to inform or to persuade different audiences in different contexts. Composers use a number of ways to achieve these purposes: persuading through emotive language, analysis or factual recount; entertaining through description, imaginative writing or humour, and so on.
question	A sentence that seeks information. The word group normally tagged onto a clause in order to signal that a reply or response is required is known as a question tag, for example 'You are going tomorrow, aren't you?', 'Move over, can't you?'
question mark (?)	A punctuation marker used at the end of a sentence to indicate that a question is being asked.

Glossary term	Definition
quotation marks ('...' or "...")	Punctuation markers used to indicate: ● quoted or direct speech, for example '*I am Arno's brother,' he said.* A new paragraph and separate quotation marks are used for each speaker being quoted ● in formal writing, the actual words quoted from another source. For example, *Shakespeare is using dramatic irony when Lady Macbeth says, 'A little water clears us of this deed'* ● the titles of poems, songs, short stories or articles, for example *the well-known song, 'Waltzing Matilda'* ● that attention is being drawn to an unusual or particular sense or usage of a word, for example *Wombats are 'sociable' creatures*. Quotation marks are not used for the speech of characters in a drama script.
quoted speech/direct speech	Speech in a text that quotes what someone has said, giving the exact words. It is represented in text by being contained within quotation marks (*see* reported speech).
reading path	The manner in which the eye of the viewer is led round an image, usually by drawing the viewer to the most salient or important elements in the composition.
recount	A type of text that records events in the sequence in which they occurred. The speaker/writer has often been personally involved in these events.
re-creating texts	Transforming texts to explore how changes in particular elements of a text affect meaning.
reference	A means of keeping track of objects, words and illustrations in written and spoken texts. In spoken language the references may be to items in the surrounding environment. In written language the references are usually to words in the text or to illustrations or other graphical items.
reference links	Links that keep track of the people, animals or objects throughout a text – usually nouns or pronouns, for example 'Sam sailed the boat down the coast. He overturned *it* and *he* was towed to shore'.
reference list	A reference list is a list of texts cited within the work as appropriate to the medium and context of the work and in accordance to the principles of *All My Own Work.*
reflection	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience.
register	The degree of formality or informality of language used for a particular purpose or in a particular social setting.
reimagine	Reinterpret an event, work of art or a text imaginatively.

Glossary term	Definition
related texts	Texts that students have chosen in addition to their prescribed texts. The study of these related texts provides students with the opportunity to explore a wider variety of texts related to the particular module. Students draw their chosen texts from a variety of sources, in a range of genres and media.
reported speech/indirect speech	Speech in a text used to communicate what someone else said, but without using the exact words. In reported speech the tense of the verbs is often changed, for example *She said that she was going to leave* (indirect speech), '*I am going to leave,' she said* (direct speech).
representation	The way ideas are portrayed and represented in texts, using language devices, forms, features and structures of texts to create specific views about characters, events and ideas. Representation applies to all language modes: spoken, written, visual and multimodal.
representing	The language mode that involves composing images in visual or multimodal texts. These images and their meaning are composed using codes and conventions. The term can include such activities as graphically presenting the structure of a novel, making a film, composing a web page or enacting a dramatic text.
responder	A collective noun to include a reader, listener, viewer, an audience and so on.
responding	The activity that occurs when students read, listen to or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond reflect social contexts. Responding typically involves: ● reading, listening and viewing that depend on, but go beyond, the decoding of texts ● identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.
rhetorical devices	Strategies used by writers and speakers to achieve particular effects, for example to stimulate the audience's imagination or thought processes, to draw attention to a particular idea, or simply to display wit and ingenuity in composition. Examples of rhetorical devices are irony, paradox, rhetorical question, contrast and appropriation.
salience	A strategy of emphasis, highlighting what is important in a text. In images, salience is created through strategies like placement of an item in the foreground, size, and contrast in tone or colour. In writing, salience can occur through placing what is important at the beginning or at the end of a sentence or paragraph or through devices for example underlining or italics.
satire	The use of one or more of exaggeration, humour, parody, irony, sarcasm or ridicule to expose, denounce and deride folly or vice in human nature and institutions. The emphatic feature of these language devices draws attention to what is being criticised.
saturation	The depth of field or purity in colour or light.

Glossary term	Definition
scanning	When reading, moving the eyes quickly down the page seeking specific words and phrases.
segment	To separate or divide a word into sounds (phonemes). This can include segmenting words without pauses (stretching a word), for example *mmmaaattt*, and segmenting words with a pause between each unit of sound, for example / *m* / *a* / *t* /.
semantic knowledge/information	Semantic information, and knowledge of it, is the broad, generalised knowledge of the world, of words and their meanings and word associations that allows responders to make sense of text beyond literal decoding and application of syntactic knowledge to text.
semicolon (;)	A punctuation marker used to indicate a separation between clauses that is stronger than a comma but less complete than a full stop. Semicolons may separate phrases or clauses that already include commas, for example 'The competition was not decided today; it will finish next week', 'Undo the outer wrapping, taking care not to damage the catch; remove the protective cover and open the box'. The clause after the semicolon must contain a finite verb and function as a stand-alone sentence.
sentence	A unit of written language consisting of one or more clauses that are grammatically linked. A written sentence begins with a capital letter and ends with a full stop, question mark or exclamation mark. A sentence contains a finite verb. There are different types of sentences: ● simple sentence – is a single main clause and expresses a complete thought. It has a subject and a finite verb and may also have an object, for example 'Mary is beautiful.', 'The ground shook.', 'Take a seat.' ● compound sentence – contains two or more clauses that are coordinated or linked in such a way as to give each clause equal status. In the following example *and* is the coordinating conjunction: 'We went to the movies *and* bought an ice cream.' ● complex sentence – contains a main (or independent) clause and one or more subordinate (or dependent) clauses. The subordinate clause is joined to the main clause through subordinating conjunctions like *when*, *while* and *before*, as in the following examples: 'We all went outside *when* the sun came out.', '*Because* I am reading a long book, my time is limited.'
shot	In film or television, an uninterrupted image which can last for several seconds up to several minutes between two edits. The term also refers to the camera angle and/or position for example a close up, high angle or long shot.
simile	A figure of speech that compares two usually dissimilar things. The comparison starts with *like*, *as* or *as if*.
skimming	This strategy is used when reading to quickly identify the main ideas in a text.

Glossary term	Definition
social distance	Culturally determined boundaries which suggest different relations between the represented participant and the viewer, for example intimate distance (close up), public distance (long shot).
sound effect	Any sound, other than speech or music, used to create a mood, feeling or response to a text such as film or drama.
speaking	Use voice to convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs and to comment about the world.
spoonerism	A slip of the tongue where the initial sounds of a pair of words are transposed. Generally used for humour, for example 'a blushing crow'.
Standard Australian English	English which, in its spoken and written forms, is the English of more formal communication throughout the Australian community. Standard Australian English adheres to broadly accepted rules of syntax and pronunciation and uses vocabulary that is more formal than colloquial. Standard Australian English operates to facilitate communication across ethnic, social, occupational and cultural groups and can be used as a benchmark against which to recognise Australian dialects and cultural varieties of English. Standard Australian English is a valuable and empowering communicative tool for use in contexts where it is the preferred mode of communication.
statement	A sentence that provides information, for example 'I am leaving now', as contrasted with a question.
stereotype	A circumstance where a person or thing is judged to be the same as all others of its type. Stereotypes are usually formulaic and oversimplified. In literature, a stereotype is a character representing generalised racial or social traits, with no individualisation.
storyboard	A series of drawings which approximate to a sequence of images used for planning a film text.
structures of texts	The relationships of different parts of a text to each other and to the text as a complex whole. The structure of a text can refer to the internal organisation of ideas, as in an argument or story, the development of parallel plots in a novel or play, or the overarching framework of the text (*see* language forms and features *and* textual form).
stylistic features	The ways aspects of texts, for example words, sentences and images, are arranged, and how they affect meaning. Style can distinguish the work of individual authors (for example Jennings' stories, Lawson's poems) as well as the work of a particular period (for example Elizabethan drama, nineteenth century novels). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, use of figurative language and tone.

Glossary term	Definition
subject	An element in the structure of a clause usually filled by a noun group, for example 'The dog (subject) was barking'. The subject indicates who or what gives agency or attributes to the finite verb or verb group and is usually found by asking 'who' or 'what' before the verb. In the sentence, 'The dog was barking', asking 'What was barking?' gives the answer, 'the dog'. The normal position of the subject is before the verb group, for example '*The dog* was barking', but in most kinds of interrogatives (questions) it follows the first auxiliary verb, for example 'Was *the dog* barking?', 'Why was *the dog* barking?' All main clauses and simple sentences must have a subject.
subject matter	The topic or content of a text, for example an information report on boats includes building materials, engines, etc. In literary texts, the subject matter is often different from the ideas of the text. For example, the subject matter of George Orwell's *Animal Farm* is animals running a farm, while the idea Orwell is exploring is totalitarianism.
subject–verb agreement	The form of the verb must agree with the number of its subject, which will be a noun or noun group, for example 'They *were* not home' (as opposed to 'They *was* not home'). Confusion can arise when deciding whether the subject is singular or plural, for example 'This group of students *is* very clever', or when there are two subjects, for example 'Ice cream and strawberries *are* delicious' (not '*is* delicious').
subvert	To compose or respond to a text in ways that are different from the widely accepted reading or different from the conventional genre. For example, Roald Dahl's *Revolting Rhymes* provides a subverted reading of *Cinderella*. The purpose of producing a subverted reading of a text might be to entertain or to raise questions about the meaning or inherent values in the original text.
suffix	A word part that is attached to the end of a base word to change the meaning or form, for example *jeweller*, *eating* (*see* prefix).
sustained	When referring to texts, maintaining consistency of style, form, language features, argument and other unifying characteristics across the entire text.
syllabification	The process of dividing words into syllables for reading and spelling purposes.
syllable	A unit of sound within a word containing a single vowel sound, for example *won-der-ful*, *sing-ly*.
symbol	An object, animate or inanimate, which represents something else through the use of association, intentional analogy and convention.
symbolism	Use of a symbol that represents something else, particularly in relation to a quality or concept developed and strengthened through repetition. For example, freedom can be symbolised by a bird in flight in both verbal and visual texts.
synonym	A word or word group with the same or similar meaning as another word or word group, for example *want* (desire), *go away* (leave).

Glossary term	Definition
syntactic	Related to the study of syntax.
syntax	The way in which sentences and clauses are structured. Syntax is often described in terms of such elements as subject, verb and object, for example 'Christine (subject) munched (verb) the apple (object)'.
synthesise	Combine elements of language or ideas or parts of characters, and so on, to create more complex wholes.
taxonomies	A particular classification arranged in a hierarchical structure. Taxonomies influence text structures, ordering ideas within a text.
tense	The element that determines when the action or condition of the verb form is located in time. In broad terms the tense will be past, present or future, for example 'Sarah *laughed*', 'Sarah *laughs*', 'Sarah *will laugh*'. Participles (verbs ending in *-ing*) do not locate a verb in time and need a finite component to indicate when the event happens. For example, the participle *running* needs the finite auxiliaries *was* running (past), *is* running (present), *will be* running (future) to indicate when the running occurred.
term of address	A name or title used when addressing different people, for example *Mum*, *Dr Singh*, *Johnno*, *Sir*, *darling*.
text connectives	Often called conjunctions, these are words for signposting the development of a text and helping it hold together. They can: ● sequence ideas, for example *firstly*, *secondly*, *thirdly*, *finally* ● add information, for example *in addition*, *furthermore*, *in the same way* ● show causes and results, for example *so*, *therefore*, *for that reason*, *accordingly*, *as a consequence* ● introduce conditions or concessions, for example *on the other hand*, *however*, *nevertheless*, *despite this*.
text navigation	The way readers move through text. Readers generally read novels in a linear fashion from the beginning to the end. Readers of nonfiction books often use the contents page and index and move between chapters according to the information sought. Readers often read digital texts more flexibly, according to interest and purpose, using hyperlinks to move between pages and digital objects such as videos or animations, making quick judgements about the relevance of material.
text processing strategies	Strategies for reading a text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring the reading, identifying and correcting errors, reading on and re-reading.
text structure	The ways information is organised in different types of texts, for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect. Choices in text structures and language features together define a text type and shape its meaning (*see* language features).

Glossary term	Definition
texts	Communications of meaning produced in any media that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, non-verbal, visual or multimodal communications of meaning. They may be extended unified works, a series of related pieces or a single, simple piece of communication.
textual form	The conventions specific to a particular type of text, often signalling content, purpose and audience, for example letter form, drama script, blog.
textual integrity	The unity of a text; its coherent use of form and language to produce an integrated whole in terms of meaning and value.
theme	● Refers to the central or one of the main underlying ideas or messages of a text. ● Grammatical theme – in a sentence the theme is the clause that comes in first position and indicates what the sentence is about. Theme is important at different levels of text organisation. The topic sentence serves as the theme for the points raised in a paragraph. A pattern of themes contributes to the method of development for the text as a whole.

Glossary term	Definition
theoretical perspectives and models	Theoretical perspectives and models present significant views on the teaching of English. They incorporate different ways of considering texts to assist students to engage with the full scope of, and relationship between, meaning and texts. They include various teaching methods. Perspectives and models include 'personal growth', 'critical literacy', 'cultural heritage', 'cultural literacy' and the 'social view of language'. **Personal growth:** an approach to teaching English that focuses on developing students' personal responses to texts, their enjoyment of reading, and fostering individual creativity. It is particularly concerned with students' social needs and personal interests and explicitly values students' own experiences. Through its exploration of personal experience and its acceptance of the language of everyday communication, a personal growth model allows for the incorporation of a wide range of texts and media. This approach allows for learning about self and the world through relation to text and context. **Critical literacy:** the ability to question, challenge and evaluate the meanings and purposes of texts. It involves an understanding of the ways in which values and attitudes are communicated through language, including how subject matter, point of view and language embody assumptions about issues such as gender, ethnicity and class. A critical literacy approach to teaching English has students composing, responding to, analysing and evaluating written, spoken, visual and multimedia texts from various perspectives in order to learn how they operate as cultural products. **Cultural heritage:** that approach to teaching that focuses on transmitting to students the established knowledge and values of high culture, expressed through literary texts. In the case of English teaching, a cultural heritage model places high value on the literature of the Western canon and involves detailed analytical treatment of texts in order to uncover the meanings intended and communicated by the author. **Cultural literacy:** knowledge and understanding of texts as cultural artefacts and how language, history, values and traditions shape and are reflected in literature, the media, popular culture and everyday and workplace contexts. Cultural literacy requires an ability to respond to and compose texts with an awareness of such cultural contexts. **Social view of language:** an approach to literacy education that recognises that acts of communication (texts) are socially constructed. Texts vary according to different situations and cultural factors. The effectiveness of a text is judged according to how well it fulfils its social, personal or academic purpose.
tone	● The voice adopted by a particular speaker to indicate emotion, feeling or attitude to subject matter. ● The author's attitude towards the subject and audience, for example playful, serious, ironic, formal.

Glossary term	Definition
types of texts	Classifications according to the particular purposes texts are designed to achieve. These purposes influence the characteristic features the texts employ. In general, texts can be classified as belonging to one of three types (imaginative, informative or persuasive), although it is acknowledged that these distinctions are neither static nor watertight and particular texts can belong to more than one category. ● *Imaginative texts* – texts that represent ideas, feelings and mental images in words or visual images. An imaginative text might use metaphor to translate ideas and feelings into a form that can be communicated effectively to an audience. Imaginative texts also make new connections between established ideas or widely recognised experiences in order to create new ideas and images. Imaginative texts are characterised by originality, freshness and insight. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books and multimodal texts, for example film. ● *Informative texts* – texts whose primary purpose is to provide information through explanation, description, argument, analysis, ordering and presentation of evidence and procedures. These texts include reports, explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws, news bulletins and articles, websites and text analyses. They include texts which are valued for their informative content, as a store of knowledge and for their value as part of everyday life. ● *Persuasive texts* – texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. Persuasive texts seek to convince the responder of the strength of an argument or point of view through information, judicious use of evidence, construction of argument, critical analysis and the use of rhetorical, figurative and emotive language. They include student essays, debates, arguments, discussions, polemics, advertising, propaganda, influential essays and articles. Persuasive texts may be written, spoken, visual or multimodal.
upper and lower case	Upper case (also called capital letters) and lower case letters are two forms of the letters of the alphabet. Lower case letters are used except when it is necessary to: ● indicate specific names, for example those of organisations, titles, countries ● indicate the beginning of a sentence or the initial letter of a proper noun.
value systems	The set of personal, social and cultural beliefs that underpin a text. For example, in the western genre a clear line is drawn between good and evil and great value is placed on rugged masculine individualism as a means of keeping order.

Glossary term	Definition
values	These are the ideas and beliefs in a text. They may be reflected in characters, through what they do and say; through the setting of the text, reflecting particular social views; and through the narrative voice of the text, perhaps through authorial comment. Values are specific to individuals and groups, and a text may contain a number of conflicting values.
vector	An item that directs our eyes towards a focal point, for example when the subject in a visual text is pointing or looking in a certain direction. As the reader or viewer, our eyes will follow the direction in which they are pointing or looking.
verb	The verb is perhaps the most important part of the sentence. A verb states what is happening in the sentence. Finite verbs locate the condition or action of the verb in a specific time frame: past, present or future (*see* finite verbs *and* tense). Verbs create the relationship between the subject and the object of the verb (*see* subject–verb agreement). Different types of verbs include: ● action verbs, for example 'They danced all night.' ● relating verbs, for example 'Cows are herbivores.' ● thinking verbs, for example 'She forgot his name.' ● feeling verbs, for example 'Sarah likes baked beans.' ● possessing verbs, for example 'He has a new car.'
verb groups	A group of words built up around a verb. Verb groups may include auxiliary verbs (ie those 'helping' verbs used to indicate tense or modality), for example 'She is going soon', 'They must leave before dark'. Verb groups can contain two or more verbs, for example 'He huffed and puffed', 'They were going to climb the fence'. These are sometimes called complex/compound verbs. Some verb groups include other words such as adverbs and prepositions, for example 'The plane took off' (*see* auxiliary verb).
viewing	Observing and comprehending a visual text, for example diagram, illustration, photograph, film, television documentary, multimedia. This sometimes involves listening to and reading accompanying written text.
visual features	Visual components of a text for example placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle.
visual language	Language that contributes to the meaning of an image or the visual components of a multimodal text and are selected from a range of visual features like placement, salience, framing, representation of action or reaction, shot size, social distance and camera angle. Visual language can also include elements, for example symbol, colour, scene and frame composition, setting and landscape, lighting and the use of editing.

Glossary term	Definition
visual literacy	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words. Visually literate people can read the intended meaning in a visual text such as an advertisement or a film shot, interpret the purpose and intended meaning, and evaluate the form, structure and features of the text. They can also use images in a creative and appropriate way to express meaning.
visual memory	The retention, recall or recognition of things seen. In reading and writing, visual memory is helpful in learning letter forms and their sequence in words.
visual processing	The reader's reaction to the visual features or appearance of written text. This is influenced by the reader's familiarity with letter strings and multi-letter patterns (*see* graphological).
visual texts	Texts in which meaning is shaped and communicated by images rather than words. Visual texts use techniques, for example line, shape, space, colour, movement, perspective, angle and juxtaposition to shape meaning. Examples of visual texts include cartoons, billboards, photographs, film, TV, artworks, web pages and illustrations.
voice	● In reference to a text, voice means the composer's voice – the idea of a speaking consciousness, the controlling presence or 'authorial voice' behind the characters, narrators and personas in a text. It is also described as the implied composer. The particular qualities of the composer's voice are manifested by such things as her or his method of expression (for example an ironic narrator) and specific language. ● Grammatically, voice refers to the way of indicating who is doing the action. Active voice is where the 'doer' of the action comes before the verb, for example 'Ann broke the vase'. Passive voice is where the 'receiver' of the action is placed before the verb, for example 'The vase was broken by Ann' (*see* theme). Stylistically, active voice is usually preferred in writing, as it places the agent of the verb at the start of the sentence and has a sense of immediacy, whereas passive voice creates a sense of detachment between subject and verb and is not so easily read and understood. ● In speaking, a description of the oral production of text.
voice-over	The voice of an unseen commentator or narrator heard during a film or presentation.
word chain	A sequence of nouns and noun groups or verbs and verb groups that unifies a text by linking a particular content strand. Chains can also be established through repetition. For example, in a text about birds, words such as pelicans, blue cranes, moorhens and ibises create a word chain based on a pattern of words connecting classes of items.
word origin	The source and history of a word (etymology), for example photograph (from the Greek words for 'light' and 'picture').
word play	Experimenting with and manipulating language (often in humour), usually for entertaining effect, for example spoonerisms, double meanings, puns.

Glossary term	Definition
writing	Plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses.
youth cultures	The shared beliefs, knowledge, creative activities, customs and lifestyle of young people, particularly teenagers, within a culture. Youth cultures develop in those societies which differentiate teenagers as a group separate from children and adults. In Australia, the dominant youth culture identifies closely with popular culture and finds expression in the music and multimedia texts of popular culture.