ENGLISH
Head of Department: Ramon Bartholomeusz

Year 7  ENGLISH – Core – Full Year

Students are introduced to a wide range of experiences in English aimed at developing their understanding and enjoyment of the English language and their knowledge of the variety of purposes for which it can be used. Students will undertake some thematic work that is integrated across a number of curriculum areas such as Studies of Society and Environment and Health and Personal Development. Drama will also be introduced with a focus on characterisation and script writing. Students will study shared and independently chosen novels, non-fiction materials, poetry and film texts.

The emphasis will be on developing each student’s ability to interpret and construct a variety of different texts. Students will begin to discuss and analyse texts from a critical point of view, learning how to present reasoned arguments using accurate expression. They will undertake formal spelling and grammar lessons and develop their skills in editing. Proficiency in word processing and the use of technology will be encouraged for publishing and enhancing students’ communication and research skills.

Students will be assessed through a variety of individual and collaborative written and oral presentations. Depending on need, there is also an English Foundation class in Year 7 which will be smaller, with a focus on providing more individual attention and improving the students’ basic literacy skills.

Year 8  ENGLISH – Core – Full Year

Students are introduced to a formal study of English aimed at enhancing their understanding of the English language and proficiency in using it for a variety of purposes, as well as developing their appreciation of literature and everyday texts. Students will study shared and independently chosen novels, short stories, poetry and film texts, exploring the ways language is used to make meaning.

The emphasis will be on developing each student’s ability to discuss and analyse texts and use language critically; presenting reasoned arguments with accurate expression. Students will become proficient in word processing and will be encouraged to use technology to enhance their communication and research skills.

Success, wisdom, balance
Texts selected for class study will give students the opportunity to explore not only the past and present, but also issues related to the future of our society, especially looking at our place in the world.

Students will be assessed in the areas of writing, listening, speaking, reading and viewing. More specifically, they will be required to undertake a range of individual and group oral presentations, a variety of comprehension tasks in response to their reading and viewing, and they will write creatively and in response to texts in various forms and for different purposes.

There is an Extension English class in Year 8 that will cover the core components outlined above and also undertake additional units of study, including an extended Independent Reading Program. There is also an English Foundation class in Year 8, which will be a smaller class and the focus here will be on providing more individual attention and improving the students’ basic literacy skills.

**Year 9 ENGLISH – Core – Full Year**

Students will continue their formal study of English aimed at enhancing their understanding of the English language and their proficiency in using it for a variety of purposes, as well as developing their appreciation of literature and everyday texts. Students will study shared and independently chosen novels, short stories, poetry, film and drama texts, exploring the ways language is used to make meaning. A particular focus will also be on digital media and its role and application in contemporary society.

The emphasis will continue to be on developing each student’s ability to discuss and analyse texts and use language critically; presenting reasoned arguments with accurate expression. Students will continue to use technology to enhance their communication and research skills and, through choices offered, will be able to learn additional skills with which to publish their own creative work. Texts selected for class study will give students the opportunity to explore not only the past and present, but also issues related to the future of our society, especially looking at our place in the world.

Students will be assessed in the areas of writing, listening, speaking, reading and viewing. More specifically, they will be required to undertake a range of individual and group oral presentations, a variety of comprehension tasks in response to their reading and viewing, and they will write creatively and in response to texts in various forms and for different purposes.

There is an Extension English class in Year 9 that will cover the core components outlined above and also focus on the close reading of texts such as Shakespeare’s *Romeo & Juliet*. The English Extension program requires students to explore topics with greater breadth and undertake assessments that involve greater synthesis of information. There is also an English Foundation class in Year 9 that will be a smaller class and the focus here will be on providing more individual attention and improving students’ basic literacy skills.

**Year 10 ENGLISH – Core Subject – Full Year**

The Year 10 English course revolves around language and texts. Novels, films, plays and poetry are studied with attention given to theme, plot, characters and setting. The aim is to broaden students’ knowledge of a range of literary genres, including contemporary and classical, Australian and international, and to relate this literature to society and personal experience. Most students will study a Shakespearean play but those who do not will study a contemporary drama script and respond to the themes and issues raised as well as looking at the conventions of a script. Students will also study film, exploring the techniques used by film makers to convey ideas and influence the audience’s response.

Success, wisdom, balance
There will be an emphasis on ensuring students can speak confidently and appropriately in a range of situations. Students will be encouraged to write creatively, analytically and correctly in a range of forms. Students will be expected to continue developing their skills and knowledge of software available to publish their work.

Students will be assessed in the areas of responses to literature, spoken presentation skills, writing for creative purposes and critical reading. In addition, there will be an examination at the end of the year to enable students to develop study and time management skills.

There is an Extension English class in Year 10 that will cover the core components outlined above and also undertake additional units of study that broaden students’ skills in literary criticism and comparative analysis, thus providing a useful introduction to SACE Stage 1 English Literary Studies. The smaller English Foundation class in Year 10 will focus on providing more individual attention and improving basic literacy skills.

**SACE Stage 1 English**

All Stage 1 students will study either English Literary Studies, English, Essential English or English as an Additional Language. To successfully qualify for SACE, students must achieve a C grade standard or better in whichever English subject they choose.

Please note that the titles of the Stage 1 English courses have been updated to complement changes to SACE Stage 2 English programs, effective 2017 onwards.

**Assessment Design Criteria in SACE English**

The assessment design criteria are based on the SACE learning requirements and performance standards. Teachers use the assessment design criteria to clarify for students what they need to learn and to design opportunities for students to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that students should demonstrate in their submitted assignments, and that teachers look for as evidence that students have met the learning requirements.

The assessment design criteria in SACE Stage 1 English Literary Studies, English and Essential English are:

- knowledge and understanding
- analysis
- application

Success, wisdom, balance
Stage 1 ENGLISH LITERARY STUDIES – Full Year (20 credits)

Prerequisite: Satisfactory completion of Year 10 English, demonstrated linguistic competence and the potential to study English Literary Studies or English at Stage 2 level.

Stage 1 English Literary Studies students will explore complex texts composed for a range of purposes and presented in a range of forms. They will produce pieces of writing in response to texts as well as completing a smaller number of creative tasks. Students will also have the opportunity to demonstrate their skills in expressing themselves orally for a variety of purposes. English Literary Studies emphasizes student engagement with unfamiliar texts like Shakespearean plays, literary prose, complex poetry and cinema. The Intertextual Study will provide opportunities for students to analyse the relationships between texts, and/or demonstrate how their knowledge of other texts has influenced the creation of their own texts.

In Stage 1 English Literary Studies, students are expected to:

1. analyse relationships between purpose, context, and audience and how these influence texts and their meaning
2. demonstrate an understanding of how ideas and perspectives are represented in texts
3. analyse how language, stylistic features and conventions are interpreted by readers
4. create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
5. identify and analyse intertextual connections between texts
6. demonstrate precision, fluency and coherence of writing and speaking

Assessment:

Each semester students will complete the following:

Responding to Texts: a range of responses to texts, usually two written and one oral presentation

Creating Texts: at least one piece of creative work per semester

Intertextual Study: one major task per semester, which connects two or more texts in relation to the contexts in which each was generated and the context in which each text is read or viewed. Students may either produce responses to texts or create texts to demonstrate their understanding of intertextuality

This course leads to the Year 12 ATAR subjects Stage 2 English Literary Studies or Stage 2 English.

Stage 1 ENGLISH – Full Year (20 Credits)

Prerequisite: Satisfactory completion of Year 10 English, demonstrated linguistic competence and the potential to study English at Stage 2 level.

Stage 1 English provides students the opportunity to develop their proficiency in using the English language for a range of purposes, placing less emphasis on the study of complex literary texts than the English Literary Studies course. Students will respond to a variety of text types including film, novels, short stories and plays. In particular, students will be encouraged to explore thematic connections between different texts. Language skills – both written and oral – pertinent to social interaction and future vocation will be fostered as well as opportunities for creative writing in a range of forms.

Success, wisdom, balance
In Stage 1 English, students are expected to:

1. analyse relationships between purpose, context, and audience and how these influence texts and their meaning
2. demonstrate an understanding of how ideas and perspectives are represented in texts
3. analyse how language, stylistic features and conventions are interpreted by readers
4. create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
5. identify and analyse intertextual connections between texts
6. demonstrate precision, fluency and coherence of writing and speaking

Assessment:
Each semester students will complete the following:

Responding to Texts: a range of responses to texts, including one or two written assessments

Creating Texts: usually one written piece and one oral presentation per semester

Intertextual Study: one major task per semester, which connects two or more texts in relation to the contexts in which each was generated and the context in which each text is read or viewed. Students may either produce responses to texts or create texts to demonstrate their understanding of intertextuality

This course leads to the Year 12 ATAR subject Stage 2 English.

Stage 1 ESSENTIAL ENGLISH – Full Year (20 Credits)

In Stage 1 Essential English, students read, listen, speak, respond to and compose texts, to establish connections in the language used in familiar and unfamiliar communities. There is a strong emphasis on student negotiated tasks. Language skills – both written and oral – pertinent to social interaction and future vocation will be fostered. Students who achieve a C grade or better in both semesters of this subject meet the compulsory 20 credit literacy requirement in the SACE.

In this subject, students are expected to:

1. demonstrate clear and accurate communication skills through reading, viewing, composing, listening, and speaking
2. establish connection with vocational, cultural, or social spheres through personal and critical engagement with texts and language
3. reflect critically on the ways texts are created for specific purposes and audiences
4. use language in working with others and to solve problems
5. identify and reflect on cultural, social, or technical aspects of language and texts
6. compose texts that use language for critical, personal, vocational or imaginative purposes

Assessment:
Each semester students will complete the following:

Responding to Texts: a range of written, oral or multimodal responses to texts, the length of which can vary, though no response should be more than 500 words or 5 minutes, or the equivalent in multimodal form.

Success, wisdom, balance
Creating Texts: written, oral or multimodal pieces which may be functional, informational, analytical, imaginative, interpretive, and/or persuasive in purpose.

This course leads to the Year 12 ATAR subject Stage 2 Essential English.

Stage 1 ENGLISH AS AN ADDITIONAL LANGUAGE – Full Year (20 Credits)

Stage 1 English as an Additional Language is designed to improve students’ general proficiency in using the English language and there is an emphasis on communication, comprehension, analysis and text creation. Students extend their knowledge of grammar and vocabulary through whole class, individual and small group activities and are encouraged to use technology to enhance their language and presentation skills.

In this subject, students are expected to:

1. exchange information, opinions, and experiences through writing and speaking in a range of situations
2. comprehend and interpret information presented in texts
3. analyse personal, social, and cultural perspectives in texts
4. understand and analyse how language features are used to communicate for different purposes
5. create oral, written, and multimodal texts, using a range of language skills appropriate to purpose, audience, and context

Assessment:
Each semester students will complete the following:

Responding to Texts: at least one written and one oral response to different texts, one of which will be a literary text such as a novel or collection of poetry.

Interactive Study/Discussion: for the Interactive Study, students conduct an interview and present their findings in a written report. For the Discussion, students select a topic of focus across two texts and engage in a discussion with their teacher and/or a small group to demonstrate their understanding and presentation skills. One of these tasks will be undertaken in each semester.

Language Study: Two oral, written or multimodal responses to Language used in contemporary media.

This course leads to the Year 12 ATAR subject Stage 2 English as an Additional Language.
**SACE Stage 2 English**

*At Year 12, English is no longer a compulsory subject. Four English courses are offered.*

*Please note that SACE have introduced a number of changes to the English course titles and programs, effective 2017 onwards.*

**Stage 2 ENGLISH LITERARY STUDIES — Full Year (20 Credits) — Previously ‘English Studies’**

*Prerequisite:* Completion of Stage 1 English Studies, with strong results (B or above recommended).

*Recommendation:* for students who enjoy reading and have an ability in analytical writing, looking to pursue tertiary study.

Stage 2 English Literary Studies is primarily concerned with the reading, viewing and analysis of complex texts. Through shared and individual study of literature from a range of cultural and historical contexts, students encounter different critical perspectives towards texts, develop ideas, find evidence to support personal views and learn to construct convincing arguments. Students are required to read and view at least six extended texts and a number of shorter texts. Students will develop pieces of writing and oral presentations that show the depth and clarity of their understanding and complete a 90-minute examination at the end of the year.

**Course Structure and Organisation**

The *Responding to Texts* component comprises five *Shared Studies* and a *Comparative Text Study*.

- For the *Shared Studies* students study one extended prose text, one film, one play, a range of poetry texts and engage in the critical reading of various short texts. One of the Shared Studies assessments will require students to consider a text from two critical literary perspectives.
- For the *Comparative Text Study*, students, in association with their teacher, select two texts – one from the class’ Shared Studies and one of their own choosing – and write an extended critical essay of 2000 words.

The *Creating Texts* component involves the composition of two creative pieces. One assessment will require students to create a transformative text with writer’s statement, demonstrating their knowledge of, and ability to be innovative within, a genre of their choosing.

**Assessment**

Students will provide evidence of their learning by completing:

- Up to five responses to the Shared Studies texts
- One extended essay for the Comparative Text Study
- Two creative texts and a writer’s statement
- A 90-minute critical reading exam

Success, wisdom, balance
School-based assessment in Stage 2 English Literary Studies will be externally moderated at all grade boundaries and the external assessment will only contribute its weighted grade to the overall result:

**School-based Assessment (70%)**
- Assessment Type 1: Shared Studies (50%)
- Assessment Type 2: Creating Texts (20%)

**External Assessment (30%)**
- Assessment Type 3: Comparative Texts Study (15%)
- Assessment Type 4: Critical Reading Exam (15%)

**Stage 2 ENGLISH – Full Year (20 Credits) – Previously ‘English Communications’**

**Prerequisite:** Satisfactory Completion of Stage 1 English Studies or consistently sound results in Stage 1 English Communications.

**Recommendation:** for students with ability in creative writing and an interest in analysing a range of texts, looking to pursue tertiary study.

Stage 2 English is designed to give students the opportunity to learn about the power of language in society. They will consider the role of language as a means of communication between individuals, groups and organisations. They will look closely at examples of visual and written communication in their daily lives and in the media, and refine their own critical thinking and communication skills. Students will read, view and respond to a number of texts as well as have the opportunity to develop their own skills in creating texts. They will write, speak and use technology in a variety of forms that reflect and extend their creative ability and their capacity for critical reasoning.

**Structure and Organisation**

For the **Responding to Texts** component, students compose two written assessments and one oral presentation, based on their study of three of the following text types:
- extended texts (such as a novel, graphic novel, non-fiction text or selection of short stories)
- a selection of poetry texts
- a drama text or performance
- a film or television program episode
- media texts

The **Creating Texts** component involves the composition of three creative texts and one writer’s statement, demonstrating students’ understanding of how to write for a range of purposes, including imaginative, procedural, persuasive, and others.

For the **Comparative Analysis**, students compose an extended essay, evaluating the language features and conventions of two different texts. Students can choose from a range of texts and text types, barring those covered in the Responding to Texts class study.

Success, wisdom, balance
**Assessment**

School-based assessment in Stage 2 English will be externally moderated at all grade boundaries and the external assessment will only contribute its weighted grade to the overall result:

**School-based Assessment (70%)**
Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)

**External Assessment (30%)**
Assessment Type 3: Comparative Analysis (30%)

**Stage 2 ESSENTIAL ENGLISH – Full Year (20 Credits) – Previously ‘English Pathways’**

**Prerequisite:** Satisfactory Completion of any Stage 1 (Year 11) English subject.

**Recommendation:** for students looking to pursue vocational careers or tertiary study in non-language rich subjects.

The study of English allows students to develop skills beneficial for informed and effective participation in education, training, the workplace and their personal environment. Stage 2 Essential English provides the opportunity for teachers and schools to develop programs that suit the needs of students, requiring students to create and respond to texts for a range of personal and social contexts. The Essential English course is recognised for the ATAR and the focus capabilities of this subject are communication, citizenship, personal development, work and learning.

**Structure and Organisation**

In the **Responding to Texts** component, students produce three assessments, at least one of which will be written and one oral or multimodal. Students reflect critically on the ways in which texts are created for specific purposes and audiences and the texts selected for study have a direct connection with vocational, cultural and/or social contexts. A broad range of text types can be considered for study, including:
- visual/media/social media texts
- imaginative texts, including short narratives, prose and dramatic texts
- workplace and advocacy texts
- a speech or oral presentation

The **Creating Texts** component involves the composition of three texts: one advocacy text in which students argue for an issue, cause or process, and two additional texts demonstrating their understanding of, and ability to use, the conventions and style of various forms of writing.

For the **Language Study** students identify a purpose and context that arises out of their interaction with a group of people in a vocational, cultural or social context. Students undertake an independent study of a maximum of 2000 words, or the equivalent in a multimedia format, that has as its major focus the use of language by such a group. Students can consider exploring the language used by a social, vocational, volunteer, sporting or religious group, among others.

**Assessment**

Success, wisdom, balance
School-based assessment in Stage 2 Essential English will be externally moderated at all grade boundaries and the external assessment will only contribute its weighted grade to the overall result:

**School-based Assessment (70%)**
- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

**External Assessment (30%)**
- Assessment Type 3: Language Study (30%)

**Stage 2 ENGLISH AS AN ADDITIONAL LANGUAGE – Full Year (20 credits) – Previously ‘English as a Second Language’**

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. Throughout the course students develop their written, oral and reading skills and undertake tasks that involve communication, comprehension, analysis and text creation. Students broaden their understanding of how English is used in a range of contexts and develop skills and strategies helpful for research and academic study.

**Structure and Organisation**

In the Academic Literacy Study, students investigate a question or topic and present their findings in an academic style by producing two tasks: a written report and an oral interaction. Students’ investigations involve the examination of a range of sources, including media, and the written report and oral interaction allow students to present their findings in ways that demonstrate their formal writing and presentation skills.

The Responses to Texts component focuses on developing comprehension skills and text analysis strategies. Students complete four responses to a range of texts, at least one of which will be a literary text. At least one text response will be in oral form and two will be written.

Students will complete an Examination at the end of the year that is divided into two sections, involving listening, reading and writing in English; responding to written and media texts.

**Assessment**

School-based assessment in Stage 2 English as an Additional Language will be externally moderated at all grade boundaries and the external assessment will only contribute its weighted grade to the overall result:

**School-based Assessment (70%)**
- Assessment Type 1: Academic Literacy Study (30%)
- Assessment Type 2: Responses to Texts (40%)

**External Assessment (30%)**
- Assessment Type 3: Examination (30%)