

English

Senior Syllabus

To be used for the first time with Year 11 students in 2003.

English Senior Syllabus

This syllabus is approved for general implementation until 2009, unless otherwise stated.

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I. RATIONALE

English is used by most Australians to communicate with others in our culturally diverse communities. As a major international language, it has power and influence in the world context. Proficiency in English for all Australians enables them to share in and contribute to current and future local, national and global communities and cultures.

The subject English develops students' knowledge of how language typically works in the culture as well as of how language works in particular texts. At senior level, English involves the systematic study of language to build increased understanding of the relationships among texts, language, and literacies as social practices, with the emphasis on how these relationships help to make meaning in particular cultural contexts and social situations. Students develop their ability to use language to talk about language and about its use in texts. By studying texts, by learning and using language, students develop their capacities as literate members of Australian and global communities to participate actively in the worlds of work, study and leisure among other human pursuits.

At different times in its development, the subject English has taken different focuses. This syllabus draws understandings from a range of approaches which provide students with opportunities to develop:

- a sense of cultural heritage and a grasp of factors that, in different cultures and at different times, cause particular texts, genres/text types and authors to be valued
- the skills, through focused study, that enable them to control and experiment with a range of language systems and associated genres and technologies
- an awareness of how their personal attitudes and beliefs relate to those operating within their culture, using this understanding to explore their selves and their relationship to the world through text studies
- an understanding of how texts reproduce, negotiate or challenge ways of thinking and being that are available in a culture at particular times, and why readers, viewers, listeners may make different readings from a text.

As they study the increasingly demanding texts that senior English requires, students conceptualise, imagine, appreciate, reflect, make decisions, hypothesise, speculate, experiment, analyse and evaluate to enhance their ability to think, use language, and make meaning. They reflect on ways of being in the world, shape their identities, develop meaningful relationships with others, and express their ideas and feelings. They are encouraged to gain pleasure from texts while developing understandings of the power of texts to influence, tell the stories of a culture and promote shared understandings. From the texts chosen over the two-year course, students develop understandings that texts store, transmit, reproduce, negotiate or challenge assumptions, values and attitudes available in the culture.

To develop this range of understandings, students will engage with a wide variety of literary, mass media and everyday texts. These texts will represent a breadth of experiences, identities and cultural assumptions, and will explore a range of social issues and ideas. Texts will be selected from a range of times, places, genres, modes and media; these selections will be variously influenced by understandings about texts shaped by the different approaches. Some selections may be based on notions of texts having significant cultural or aesthetic value; others on the study potential offered by

the structural and linguistic complexity of texts; or on notions of relevance to contemporary students; or to prepare students for complex futures, requiring use of and ability to critique current and emerging technologies.

LANGUAGE FRAMEWORK UNDERPINNING SYLLABUS

For students to develop their knowledge of how language works in the culture and in texts, a language framework is necessary. Central to the study of language in this syllabus is the development of understandings of how discourse, genre, register and textual features interact and are interdependent in texts, and of how they are used in making meaning of, or producing readings from, texts. The language selected to represent concepts, individuals, groups, times and places is influenced by the broad cultural context and the specific social situation as well as by cultural assumptions, attitudes, values and beliefs. Through the systematic study of discourse, genre, register and textual features in a wide range of texts, students explore the inherent dynamism of language.

Discourse refers to the cultural and social practices through which individuals and groups use language to establish their identities and membership of groups and to become aware that they are playing socially meaningful roles. Discourses provide ways of being, thinking and acting and of using language so that individuals and groups can identify themselves or be identified in social and cultural networks. To work with discourse, in this syllabus, requires reference to the cultural assumptions, values, beliefs and attitudes characteristic of groups and the ways in which they use language to understand and act in the world. Cultural assumptions about individuals, groups, places, people and concepts underpin texts.

Genres are conventionalised, staged, purposeful language interactions that occur among and are recognised by those who participate within a culture, and are based on shared knowledge and practices. Genres exhibit distinguishing structures, features and patterns that relate to cultural purposes. While genres are inherently cultural with recognisable stages, they are not stable or fixed, but change over time. Some texts (many narratives and websites, for example) are multigeneric.

Language choices are also affected by **register**, which influences meaning making in social situations. The register variables are field, tenor, mode and medium.

- Field refers to the subject matter that is being developed within the text and has recognisable meaning in the social system.
- Tenor refers to the roles adopted by, and the nature of the relationships between, speaker/signer and listener, shaper and viewer, and writer and reader; and the effects of interpersonal distance on those roles and relationships. It can also refer to and indicate the stance taken in relation to subject matter.
- Mode refers to whether language is written, spoken/signed, nonverbal, visual, auditory. In combination these form multimodal texts.
- Medium refers to the channel of communication and may include face-to-face, film, television, stage, radio, print and electronic media.

Textual features are those components of texts that are chosen to suit context according to discourse, purpose, genre and register. These features are drawn from a range of language systems. Through focused and thorough study of textual features in context, students come to understand the influence of these features on meaning making. Students develop their skills in using textual features effectively to produce their own texts and to communicate with others.

Thus, through a course of study developed from this syllabus, students are given opportunities to develop and enhance their knowledge and control of language and texts and develop their literacy by exploring how:

- meanings are shaped by purpose, genre and register when texts are constructed in particular cultural contexts and social situations
- textual features are chosen to be responsive to and appropriate for purpose, genre, and register
- discourses influence the selective construction and reading of texts.

As independent and active participants in cultural contexts, students can choose to read with, across or against a text or parts of a text. Through either analytic or creative investigations of language and texts, they reveal their understanding of how textual representations and meanings in texts are constructed. Students use their investigations of how and why texts are constructed to produce their own texts for a range of cultural, personal, aesthetic and technological purposes, and to invite audiences of their own texts to make particular meanings.

KEY COMPETENCIES

A course in senior English allows students to develop key competencies in contexts that arise naturally from the learning experiences and assessment practices of the subject. Students collect, organise and evaluate information to communicate ideas. They plan and organise their work and solve problems individually and in groups. As part of their learning experiences, students will have opportunities to use technologies, particularly those relating to the use of computers, in producing texts such as multimodal texts.¹

¹ KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams, KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology

2. GLOBAL AIMS

A course of study in senior English aims to develop students’:

- knowledge of the relationship between language and culture
- awareness of the flexibility, diversity and dynamism of language
- understanding, appreciation and enjoyment of language and its uses in texts
- creative and critical engagement with texts, to explore the students’ world and worlds beyond their own
- ability to reflect on the ways language is used in a wide range of cultural contexts and social situations to shape meanings
- ability to use language appropriately, effectively, purposefully, aesthetically and critically to participate in communities and cultures, as well as to think, write and speak about texts
- participation in the diversity of Australian cultures and contribution to their enrichment
- participation in life-long learning as active citizens shaping the future.

3. GENERAL OBJECTIVES

The general objectives build on students' prior learning, including that gained in the ten years of compulsory schooling, and extend their knowledge, understanding and control of texts and language. The general objectives of this syllabus are defined as:

- affective objectives
- knowledge and control of texts in their contexts
- knowledge and control of textual features
- knowledge and application of the constructedness of texts.

The general objectives guide the planning, learning experiences and assessment of student learning in senior English. Through focused study of texts, and the aspects of language use associated with the objectives, students develop an enhanced understanding of the interrelatedness of discourse, purpose, genre, register, and textual features in the production of meanings in texts.

The general objectives include affective objectives that encourage students to develop positive attitudes to the study of texts, the learning of language and the development of a wide range of literate practices. These affective objectives permeate the other objectives although they are not assessed formally for summative purposes.

The three objectives Knowledge and control of texts in their contexts, Knowledge and control of textual features, and Knowledge and application of the constructedness of texts are linked to the exit criteria of the syllabus. They should be read in conjunction with sections 6.5 (Exit criteria) and 6.7.3 (Mid-range standards associated with exit criteria). These three assessable sets of general objectives are interrelated and inform the exit criteria and standards, against which student achievement is matched.

AFFECTIVE OBJECTIVES

While these are not formally assessed for summative purposes, it is important that students develop positive attitudes in relation to texts, language and literate practices in terms of:

- enjoying: experiencing and expressing thoughts and emotional reactions
- engaging: participating effectively in activities that involve connecting with people, feelings, places, ideas, issues and events
- relating: respecting and valuing cultural similarities and differences
- appreciating: valuing the world(s) in which they live in order to understand better the worlds of others
- playing: experimenting with the flexible nature of language, exploring its possibilities, and creating desired effects.

KNOWLEDGE AND CONTROL OF TEXTS IN THEIR CONTEXTS

Individually and working with others, students develop knowledge about texts in their contexts, interpret texts and construct their own texts, taking account of the way that meanings in texts are shaped by purpose, cultural context and social situation. In doing so, students should:

- know that texts can be categorised into genres that have patterns and conventions that allow particular cultural purposes to be achieved

- make meanings in texts, taking account of how language and meaning are shaped by cultural purposes, genres and register variables
- use and control texts in their contexts, by using genres and making choices of register (subject matter, roles and relationships, mode and medium) to achieve particular purposes in particular cultural contexts and social situations
- develop and demonstrate knowledge of genres, language, literacies as social practices and of subject matter relating to texts selected for study
- select, synthesise, analyse, infer from, and evaluate subject matter and substantiate with evidence as required
- establish and make use of the ways that writers, speakers/signers and shapers' roles and their relationships with their readers, listeners and viewers are influenced by power, distance and affect
- use modes and mediums, combining where necessary, to interpret and produce texts.

KNOWLEDGE AND CONTROL OF TEXTUAL FEATURES

Through reading, viewing, writing, shaping, listening and speaking/signing, students develop specific and detailed knowledge of how language systems work (written, visual, spoken/signed, nonverbal, and auditory). They gain knowledge, understanding and control of the appropriate use of particular textual features and their patterns of use in genres, to achieve particular purposes in texts for specific cultural contexts and social situations. In interpreting a wide range of texts which variously use the different modes and mediums, and in producing their own (predominantly written and spoken) texts, students:

- demonstrate their knowledge and understanding that textual features are chosen from different language systems and that these systems can operate interactively in texts according to purpose, genre, and register variables
- make use of and control textual features to suit particular purposes, cultural contexts and social situations
- make decisions about the appropriateness and effectiveness of the staging of texts and the sequencing and organisation of subject matter, and of the use of cohesive ties to link ideas in a range of texts, including those that are multigeneric and multimodal
- consider and select vocabulary, including figurative language, for particular purposes, cultural contexts and social situations
- make use of a range of written and spoken/signed sentence and clause structures, and use grammar, as appropriate to purposes, cultural context, and social situations
- deploy paragraphing and punctuation and control spelling as appropriate to and effective for particular purposes in particular cultural contexts and social situations
- experiment with visual, auditory and digital features, using them in combination as appropriate in written, spoken/signed and multimodal texts to make meaning
- make use of a range of spoken/signed and nonverbal features that contribute to meaning for particular purposes in particular cultural contexts and social situations and for particular audiences.

KNOWLEDGE AND APPLICATION OF THE CONSTRUCTEDNESS OF TEXTS

Through reading, viewing, writing, shaping, listening and speaking/signing, students develop and apply knowledge of the ways in which texts are selectively constructed and read. In interpreting texts and producing their own texts, students demonstrate their knowledge and:

- make use of their knowledge that discourses shape and are shaped by language choices
- explore ways that cultural assumptions, values, beliefs and attitudes underpin texts
- choose ways to represent concepts, and the relationships and identities of individuals, groups, times and places
- consider ways that readers, viewers or listeners are invited to take up positions in relation to texts or parts of texts, and make decisions about which reading position to adopt
- make choices about how to invite readers or viewers of, or listeners to, their own texts to take up positions in relation to the text or parts of the text.

4. COURSE ORGANISATION

4.1 INTRODUCTION

A course of study developed from this syllabus:

- takes account of the range of achievements by students in English prior to the two years of non-compulsory schooling
- is flexible enough to accommodate the various backgrounds, abilities, interests and maturity levels of students, as well as to consider the aspirations of students within and beyond school
- facilitates cultural, personal, aesthetic and technological learning through engaging with literature, and with multimodal, popular culture and everyday texts
- consists of a sequence of structured units of work, each with a clearly defined focus.

4.2 ORGANISING PRINCIPLES

The **five organising principles** are: continuity, increasing complexity of challenge, range, increasing independence and accommodation of cultural, social and individual differences. It is possible to develop a balanced course of study by carefully and systematically applying these principles. Schools should discuss how each of these principles informs their planning and how they operate in year and unit planning in particular school contexts.

Continuity builds on previous student learnings by developing students' knowledge, cognitive processes, and language skills over the two years of the course of study.

Increasing complexity of challenge refers to the increasing language demands made on students as they undertake tasks over two years. The cognitive processes expected from students, the skills they demonstrate and the level of knowledge they use to complete the task, must become more challenging over the course of study.

The course of study may be derived in a variety of ways. For example, teachers may negotiate a course of study from possible electives; students may access units on a rotational basis; electives may be offered or students and teachers may negotiate the year's work. However, the two-year overview in the work program must specify how increasing complexity will develop for each class/cohort. For example, a unit studied later in the year by one class may have the same focus as that for an earlier class. In the later unit, the scope must be wider and more challenging. The assessment task must reflect greater challenge in its nature and expectations as learning develops. A change in conditions does not necessarily ensure increased complexity of challenge.

Range indicates the breadth and depth of diversity in the selection of:

- resources
- contexts and learning experiences
- genres (these may include multigeneric and multimodal texts, both for study and production)
- assessment techniques
- task conditions.

This range provides students with opportunities to understand the dynamic nature of language.

Increasing independence develops as students accept increasing responsibility for their own learning. They:

- make strategic use of resources (both material and human)
- become less dependent on the teacher as sole source of feedback
- make selective use of feedback
- learn to evaluate their own work and to identify ways to improve it.

Provision should be made for students to gain expertise in evaluating their own and others' work, through:

- teacher modelling of writing and speaking/signing processes including revision and editing
- explicit teaching of textual features in context
- use of a metalanguage to talk about texts, language and literacy practices
- audio/video recording of spoken/signed responses for reflection/self assessment
- feedback from peers and others, in and out of the school context
- conferencing between teacher and student
- participation in task design and generation of task-specific criteria and standards so that students understand assessment expectations
- self-evaluation checklists attached to tasks
- involvement in profiling of their achievements in relation to selective updating.

Accommodation of cultural, social and individual differences refers to the consideration of the needs of individuals and class groups. Opportunities for students to participate in activities that involve connecting with people, feelings, places, ideas, issues and events should be built into the course. Teachers consider the needs of individuals as well as of class groups and their relationships to the variety of social groups and cultural perspectives which are representative of contemporary Australia. This principle is applied in terms of the school context, selection of resources, learning experiences, task design, and educational equity.

The organising principles should also be applied to the assessment program. In order to show this, schools need to develop a detailed course overview that outlines unit titles and their focus, unit objectives (which are derived from the general objectives), learning experiences, resources, assessment tasks and conditions.

4.3 PLANNING A COURSE OF STUDY

4.3.1 Time allocation

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus is 55 hours per semester.

4.3.2 Planning steps

Planning a course of study requires development of a sequence of units of work, each with a focus that will direct the learning, teaching and assessment. Possible areas of

unit focus could derive from specific texts, real life tasks, writers and their works, concepts or a combination of concepts, contrasting media representations of issues, or comparison of texts.

In developing a course of study, teachers should:

- incorporate and apply the organising principles
- refer to the global aims, general objectives and assessment requirements
- complete a course overview. (An example of a course overview template is provided in section 9).

4.4 RESOURCES AND REQUIRED TEXTS

Resources used by individual schools must:

- reflect the backgrounds, abilities, interests, maturity levels and aspirations of the students
- allow some provision at school and class level for students to negotiate the texts they use
- include spoken, written, visual and electronic resources: that reflect a variety of cultural perspectives; that are of cultural or aesthetic value and significance; that are from within and beyond Australia; and that are from the past and the present
- include texts which vary in linguistic and structural complexity, becoming progressively more complex over the two years.

Between 60 per cent and 75 per cent of resources used in class study are to be predominantly written. These may be print or electronic resources. The remainder, between 40 per cent and 25 per cent, should be predominantly spoken/signed and/or visual. This balance must be evident in course overviews and in the assessment plan.

There must be a range and balance in the texts that students read, view and listen to, selected from the following:

- literature: traditional, contemporary, and literature in translation from a variety of cultures, including Australian, and across history
- scripted drama and drama performed as theatre
- reflective texts such as biographies, memoirs, autobiographies and journals
- works produced specifically for older adolescents; popular culture; media and multimedia; the emergent technologies of hypermedia
- spoken and written everyday texts of work, family and community life.

Within the above, the texts that students must have access to, and which can be studied at different depths for different purposes over the two-year course, include:

- expository texts, e.g. analytical, persuasive, reflective, argumentative, satirical
- 4–6 prose texts, e.g. novels, biographies, short stories, anthologies, memoirs
- 2–4 drama texts (in most cases one Shakespearean play), e.g. scripted drama, television and film scripts, radio plays, workshopped scripts
- 2–3 multimodal/media/hypermedia texts, e.g. CD-ROM, World Wide Web, film, documentary film, television programs
- 20–30 poems including a range of poetic forms, selected from lyric, narrative and dramatic poetry, across cultures and time.

It is expected that teachers will give students opportunities to engage with a range of texts in order to encourage their development as language learners and users. When teachers develop integrated units using a range of texts or genres, student may engage with a broader range of texts than those nominated here, especially when working independently. **It is not expected that every resource will generate an assessment task.**

5. LEARNING EXPERIENCES

5.1 PLANNING LEARNING EXPERIENCES

The learning experiences in which students engage are carefully planned to develop and refine students' portable knowledge about language and how it is used in a range of texts and situations within the culture. These experiences provide them with an ability to use language by transferring their explicit learnings from one context to another. Learning about language necessitates explicit teaching about its features, patterns and conventions, and its uses in different cultural contexts and social situations. Through experimenting with these patterns and conventions in a variety of contexts, students develop their ability to think about language and through language, and to use language effectively taking account of its dynamism.

Whether planning in the short or long term, teachers consider the needs of individuals as well as class groups and take account of their relationships to the variety of social groups and cultural perspectives which are representative of contemporary Australia. (See appendix 1 for advice about English programs and the needs of students who have English as a second language). As students work with texts, they gain understanding and control of discourse, genre, register and textual features and knowledge of their interrelatedness. Students are given the opportunity to engage with the ideas, cultural assumptions, attitudes, beliefs and values in a range of texts.

Learning experiences are planned and sequenced thoughtfully. In some units, activities may focus on study of one extended text with a whole class for a particular reason; in others, students may have opportunities to explore intertextuality* to develop understandings of discourse and genre. Opportunities should be provided for the development of individual and shared enjoyment of texts, before and after analysis of the way language operates to position readers/viewers/listeners and shape their responses. Planning should provide students with opportunities to pursue their own interests in areas of study. It is important that students learn collaboratively as well as independently.

Within a unit of work, the learning experiences should draw on and integrate aspects of the general objectives. This integration will allow for the demonstration of selected aspects of all three criteria in the culminating task(s). There should therefore be a close alignment between what is taught, how it is taught, what is assessed and how it is assessed.

* See glossary.

5.2 WORKING WITH LANGUAGE AND TEXTS

Focused learning activities are built into the sequence of a unit of work. They provide opportunities for teachers and students to examine in detail, explore and experiment with particular aspects of discourse, genre, register and textual features. Focused learning activities should be carefully planned to help students to gain knowledge and develop control of aspects of the three criteria.

For ease of exemplification, the sample learning experiences are grouped separately, illustrating ways of achieving the general objectives. In practice, teachers should adopt an integrated approach to using the general objectives when developing learning experiences.

Suggestions for working with texts in their contexts

When working with texts in their contexts, students develop an understanding of the way meanings in texts are shaped by purpose, cultural context and social situation. Possible focused learning activities could relate to:

- developing knowledge of a range of genres (such as narrative, analytic expositions, or reports such as news reports) and creating texts by experimenting with genres for particular purposes
- recognising that genres are inherently cultural with recognisable stages, but are not stable or fixed and change over time, and identifying conventional and unconventional patterns — for example, over the two years of the course, developing control of selected genres such as analytical exposition; studying the conventions of Shakespearean tragedy, contrasting the ways Elizabethan audiences and contemporary audiences may have interpreted these conventions; understanding how television news uses hybridised genres, combining narrative and report genres
- exploring the intertextual relationships among texts to identify generic patterns and conventions — for example, drawing on students' intertextual understanding of other detective stories to make predictions about likely events and closure in a detective story that they are reading
- developing increasingly complex knowledge and understanding of texts in their contexts by drawing ideas from literature (short stories, novels and poetry from different times, places and cultures; autobiography; memoir; scripted and performed drama); media (television, feature and documentary film, radio, newspapers, magazines); multimedia, hypermedia and everyday texts (spoken or written)
- encountering in texts, and incorporating in students' own texts, a wide range of subject matter, including social issues that have been or are currently the subject of media examination or social concern — for example, studying texts that lead to discussion of how issues surrounding science and technology may have been influenced by the historical moment
- playing and experimenting with language or structural choices to demonstrate how modifications would influence particular audiences or achieve different purposes — for example, considering how changing the narrative point of view would affect not only the way a story is told but also the audience it would appeal to; exploring how different language choices would be made to cater for different audiences for a news bulletin for Radio Australia, Triple J, or a local radio station
- evaluating the language choices made in texts in a variety of cultural contexts and social situations — for example, considering the way language choices are affected by changes in genre, audience and purpose, e.g. comparing Douglas Stewart's radio play *The Fire on the Snow* with Scott's original letters and journal entries, as well as with Ponting's original film footage of the expedition
- experimenting with the ways that language choices influence and are influenced by interpersonal relationships, taking account of differences in power, distance and affect between writers and readers, speakers/signers and listeners, or shapers and viewers
- exploring the effects of language choices on meaning making when integrating modes and media in different ways — for example, considering how use of PowerPoint to make a speech will influence the construction of the speech, as well as the delivery of the presentation.

Suggestions for working with textual features

When working with textual features, students develop specific and detailed knowledge and understanding of how patterns of textual features are chosen according to genre and as appropriate to register and purpose. Students apply this knowledge in constructing their own texts. Possible focused learning activities could relate to:

- developing knowledge about the use of textual features and the ways in which signs and symbols of the various language systems convey meaning
- considering and manipulating the effects of staging, sequencing and linking subject matter appropriate to various genres and modes and media — for example, using conjunctions in various ways in different types of texts to provide links within and across paragraphs, using hyperlinks to structure webpages, or using sound to link scenes in films
- examining patterns of language choices that are used in texts to achieve particular effects, such as privileging or backgrounding certain information, or examining the relationship between the genre and what typically goes first (in Theme position) in a sentence or paragraph
- exploring the effects of structural devices such as parallelism (tricolons) and repetition, for example in persuasive speeches, eulogies, debates
- investigating and experimenting with the ways in which clauses are embedded in or joined to other clauses to make complex sentences, considering appropriateness of clause structures for different genres
- exploring ways that paragraphing is used to organise subject matter and to structure different genres such as analytical expositions, narratives, and newspaper reports or magazine features
- expanding knowledge of vocabulary, including idiomatic and figurative language, to develop control of its appropriateness for context or effectiveness for purpose — for example, developing vocabulary specific to field knowledge required to construct a narrative (e.g. a detective story)
- analysing the ways in which modality* can be used to affect the interpersonal relationships among individuals and groups in texts — for example, analysing how those in positions of power might make use of high modality or imperatives when speaking to subordinates
- analysing the ways in which nominalization* allows students to engage in tasks that require hypothesis, argument and persuasion
- experimenting with the ways textual features vary in written and spoken modes according to differences in subject matter, purpose, audience, roles and relationships
- interpreting how auditory, visual and digital features combine in texts, as in interactive CD-ROM or hypertext* narratives, and experimenting with integrating these in their own texts to make meaning — for example, considering how graphic design elements work with spoken and sound elements.

Such knowledge of cohesion, sequencing of subject matter, paragraphing, punctuation, grammar, vocabulary, spelling, codes and conventions of media and hypermedia provides a basis for students' suitable language choices in text production.

* See glossary.

Suggestions for working with the constructedness of texts

When working with the constructedness of texts, students examine how language works and understand how choices shape particular meanings and position readers, viewers, and listeners. Students understand the constructed nature of texts and the range of available readings.

Possible focused learning activities could relate to:

- comparing a range of texts to examine how different discourses underpin them and shape the meanings that become available — for example, in a unit of work called *Ways of being Australian*, exploring how differing cultural assumptions, attitudes, values and beliefs about being Australian are embedded in prose, poetry, media, public events
- using knowledge of discourses to construct narratives in which different cultural assumptions, attitudes and beliefs about being Australian, or about being a teenager, are brought into play
- comparing and contrasting texts from different times or cultures to identify representations of individuals, groups and social issues and to speculate on reasons for any similarities or differences — for example, exploring representations of the hero in Shakespeare, in Western films, in foreign-language films, in contemporary literature in translation, and in video games; exploring representations of social issues such as child poverty from the nineteenth century to the twenty-first century
- interviewing an individual, exploring the ways different selections of material would influence the representation of that individual, before constructing own text, such as a biography
- identifying how students' own assumptions, attitudes, and values have been influenced by particular discourses (e.g. relating to sport, music or groups) and making selections of material from personal experience to represent themselves in an autobiographical excerpt
- analysing how the same event is reported and commented on in different media such as *The Australian*, SBS Television, the *Far East Economic Review*, and Imparja Television, and evaluating the effects of inclusions and omissions
- comparing and contrasting films with novels, plays and other films, to identify how readers and viewers are positioned to respond differently to, and invited to make different readings of, situation and character — for example, *Emma* and *Clueless*; Francesca Annis and Judy Dench's interpretations of Lady Macbeth's character; *Pride and Prejudice* and *Bridget Jones's Diary*; Zeffirelli's and Lurhmann's versions of *Romeo and Juliet*
- analysing how use of grammatical mood (such as use of sentences that are statements, questions or commands) positions readers to respond to representations in particular ways
- intervening in texts to explore the ways in which texts have been constructed in order to invite particular meanings — for example, altering the turning point in a narrative to explore the effects of different choices; changing the sequence of events of scripted drama by altering the emphasis given to a character or situation; altering the ending of a novel, play, or film, or changing the viewpoint of the narrator, to draw attention to an option not drawn to attention or somehow foreclosed in the base text

- considering how relationships of individuals and groups, times and places are represented within texts — for example, investigating the construction of heroes in a range of traditional and contemporary texts, including analysis of the relationships and of gender roles made available in these texts, and then using this analysis to produce alternative readings of the hero; examining the ways that documentary makers choose to represent the relationships of individuals and groups, times and places in their texts
- comparing and contrasting texts to develop understandings of how writers use, and readers perceive, intertextual relationships — for example, exploring how direct and indirect references to other texts influence meaning making, using Robert Frost's poem *Out, Out—*, the newspaper article on which the poem is based, references to *Macbeth*, and students' own cultural and textual knowledge and experiences.

Integrating the three criteria in a unit of work

The following example is intended to demonstrate briefly how learning experiences integrating aspects of all three criteria could be developed in a unit.

Unit focus: students will engage with short stories from a range of times and cultures that focus on representations of youth and their rites of passage. As a culminating task, students will produce a short story in which they construct their own representations of youth and rites of passage.

Learning experiences could include:

- encountering a wide range of narrative texts that include different representations of youth and that show the attitudes, values and beliefs of the cultures in which they were produced
- examining the discourses (e.g. of and about youth, masculinity and femininity, race, class, power) that operate within these short stories, and the shifts that occur within these discourses across times and cultures
- identifying and considering intertextual relationships with films, television programs, media, video games, advertisements, poems, other stories
- analysing and evaluating selected texts to gain understanding of the narrative conventions of the genre
- exploring patterns and devices (such as narrative voice, multiple voices, flashbacks, closure, ironic twists) to gain understanding of how stories operate to position and satisfy readers
- considering how narrative texts are constructed to position a reader and invite him/her to produce a particular reading of a character and accept a particular viewpoint or set of values
- considering possibilities for other ways of reading the text, for example, reading across or against the text
- experimenting with the patterns and conventions of the genre in the construction of particular representations of young people and their relationships with others, in order to position readers in particular ways
- developing and employing knowledge about the use of textual features and the ways in which language choices convey meaning by:
 - experimenting with the structure of the short story so that conventional elements such as description, dialogue, action, time shifts or characterisation are developed and controlled

- exploring the ways in which mood and modality can be used to affect the interpersonal relationships among individuals and groups in texts
- recognizing in others' work and in their own, the exploitation of linguistic textual features and other language choices according to subject matter, purpose, roles and relationships, and audience.

5.3 PLANNING A UNIT OF WORK

A unit of work establishes a framework for enhancing, in a systematic way, the learning experiences that texts offer. It is a means of achieving the general objectives and providing opportunities for students to demonstrate the criteria and standards. A unit of work has the following characteristics:

- is a detailed teaching plan
- integrates writing, speaking/signing, listening, reading, viewing and critical thinking
- is contextualised
- can vary in length
- can stand alone, or be part of a larger, macro unit
- states which of the general objectives are being developed
- incorporates specific contextualised and relevant learning experiences so that students can monitor their own learning
- lists the resources to be used
- specifies what formative and summative task(s) students will undertake.

5.3.1 Sequencing

Students should participate in a range of developmental learning experiences which lead logically to the activities and texts which synthesise their knowledge, use and understanding of discourse, purpose, genre, register and textual features. This enables them to demonstrate their knowledge, understanding and control of the three criteria. Units will be sequenced using the following phases:

Orientating phase

Experiences early in units usually involve students in reading, viewing, writing, listening, speaking/signing, and thinking critically as they review current knowledge, negotiate activities, and encounter texts, new resources and ideas.

Teachers are involved in crafting learning experiences and choosing the most effective classroom organisation for particular student groups and individual needs. Extensive interaction through activities such as brainstorming, small group discussions among students and teacher, peer group conferences and individual student–teacher interactions are crucial to the orientation phase.

On some occasions within this phase, teachers and students may wish to negotiate objectives, resource selection and task requirements. New resources, ideas and experiences are to be linked to the wider communities, students' lives, other subjects and previous units. In this way, students have opportunities to make links to previous learning, and to develop understandings of the world and their place within it.

Enhancing phase

In this phase, students are encouraged to read, view, write, speak/sign, listen, and think critically as they continue to build on understandings that will access and process new knowledge and refine and develop skills. Students develop knowledge and understanding of how and why texts are constructed and the ways in which language can be used to make meaning in specific cultural contexts and social situations.

This phase develops cognitive processes such as interpreting, analysing and evaluating language use. Focusing student attention on the relationships among discourse, purpose, genre, and register in a range of texts promotes learning about language use and its role in the culture and social situations. Through explicit teaching and experimentation with language choices, students develop knowledge about patterns, conventions and features and how they typically are used in particular genres.

Focused learning episodes are designed to explicate language use and choices. Teachers, when developing these focused learning episodes, draw on authentic examples and model the text production processes for both written and spoken/signed texts. Modelling is an effective strategy in promoting students' language development. Students are assisted in learning how to construct texts effectively by having the discourses, genre conventions, register variables and textual features made explicit. Models may include real texts constructed in the culture, teacher-constructed samples, group compositions, peer responses and video or audio records of students' spoken/signed texts. This is an opportunity for teachers to model not only the construction of the texts but also the cognitive processes required of students as they respond to texts and produce their own.

Timely and constructive feedback from teachers and peers helps students to develop their use of language and encourages them to refine their efforts. However, rather than the teacher-reader taking on the duties of proofreader and editor, it is vital for the classroom teacher to assist students in developing editorial independence, using the criteria and standards to develop students' self-evaluative expertise.

To ensure the increasing independence of the students, it is strongly recommended that the number of drafts of tasks commented upon by the class teacher(s) decreases substantially between semester 1 in Year 11 and semester 4 in Year 12. Continual feedback on written scripts in the form of copious teacher annotations and corrections and exhaustive line by line critical analysis is not an effective way of assisting students to develop independence.

Student responses to spoken/signed tasks when recorded by audiotapes or videotapes can be revisited for analysis and reflection. Student reflection promotes self-assessment in considering how their response meets the task criteria and standards. Such records are also valuable exemplars which model language choices and teacher expectations.

Feedback may include:

- reading, viewing, listening to, as well as the discussion of, student efforts in small peer groups
- sharing of peer group responses with whole class
- teacher response to student drafting of a short section of the task
- whole class or small group teaching to highlight and assist with difficulties demonstrated in student drafts.

Synthesising phase

In this phase, students draw together their learning to complete specified tasks. Further need for incidental focused learning activities for individuals or groups may occur at this stage. A key feature of this phase is that students are given opportunities to take responsibility for their own learning. This is demonstrated, for instance, through growing self-reliance in the drafting process for summative assessment tasks in Year 12. Over the duration of the course of study, student dependence on the teacher should, necessarily, be systematically reduced.

5.4 LEARNING EXPERIENCES AND THE KEY COMPETENCIES

In developing learning experiences, teachers have ample opportunity to incorporate the key competencies, many of which occur naturally in the learning experiences of senior English, especially:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using technology.

In the course of their studies, students will collect, analyse, organise and evaluate information. They will plan, organise and present the results of their learning experiences individually and in groups. They will be involved in the communication of ideas, information, opinions, arguments and conclusions, in a variety of genres, modes and mediums, and for a variety of audiences. As part of their learning and classroom experiences, students will have opportunities to employ certain technologies, particularly those relating to the use of computers, in the development of multimodal texts.

5.5 LEARNING ENVIRONMENTS

Consideration should be given to the environments in which students learn. Organised, flexible, purposeful and supportive learning environments encourage students to work effectively, solve problems and experiment with language. To promote these concepts and to cater for the diverse range of learning styles, interests and abilities, learning environments should be varied and appealing to students.

These could include:

- workshops, conferencing
- individual, small group and whole class activities which encourage students to talk, to discuss, to be articulate and to be effective communicators
- simulated contexts, e.g. improvisations
- real life contexts
- guest speakers
- experts, e.g. tutorial sessions by other teachers, writers in residence.

Students benefit from:

- flexible use of substantial space for drama and writers' corners

- movable furniture for group work and/or individual study
- display areas for publishing student work and displaying resources
- storage space for student folios and resources
- access to electronic technology, e.g. internet, audiocassette recorders, microphones, video cameras and recorders, digital cameras, computers
- access to school library and other resource centres.

6. ASSESSMENT

The purposes of assessment are to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgments about how well students meet the general objectives of the course. In designing an assessment program, it is important that the assessment tasks, conditions and criteria are compatible with the general objectives and the learning experiences. Assessment then is an integral aspect of a course of study. It can be formative or summative. The distinction between formative and summative assessment lies in the purpose for which that assessment is used.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify the students' strengths and weaknesses so students may improve their achievement and better manage their own learning. The formative techniques used should be similar to summative assessment techniques, which students will meet later in the course. This provides students with experience in responding to particular types of tasks, under appropriate conditions. So that students can prepare for assessment tasks, it is advisable that each assessment technique can be used formatively before being used summatively.

Summative assessment, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study. It follows, therefore, that it is necessary to plan the range of assessment techniques and instruments/tasks to be used, when they will be administered, and how they contribute to the determination of exit levels of achievement. Students' achievements are matched to the standards of exit criteria, which are derived from the general objectives of the course. Thus, summative assessment provides the information for certification at the end of the course.

6.1 UNDERLYING PRINCIPLES OF EXIT ASSESSMENT

The Board's policy on exit assessment requires consideration to be given to the following principles when devising an assessment program for the two-year course of study:

- information is gathered through a process of continuous assessment
- balance of assessments is a balance over the course of study and not necessarily a balance over a semester or between semesters
- exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory
- assessment of a student's achievement is in the significant aspects of the course of study identified in the syllabus and the school's work program
- selective updating of a student's profile of achievement is undertaken over the course of study
- exit assessment is devised to provide the fullest and latest information on a student's achievement in the course of study.

These principles are to be considered together and not individually in the development of an assessment program. Exit assessment must satisfy concurrently the six principles associated with it.

Continuous assessment

The major operating principle is “continuous assessment”. The process of continuous assessment provides the framework in which all the other five principles of balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information exist and operate.

This is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected. It involves a continuous gathering of information and the making of judgments in terms of the stated criteria and standards throughout the two-year course of study.

Decisions about levels of achievement are based on information gathered, through the process of continuous assessment, at points in the course of study appropriate to the organisation of the learning experiences. Levels of achievement must not be based on students’ responses to a single assessment task at the end of a course or instruments set at arbitrary intervals that are unrelated to the developmental course of study.

Balance

Balance of assessments is a balance over the course of study and not necessarily a balance within a semester or between semesters.

Within the two-year course for English it is necessary to establish a suitable balance in the general objectives, assessment techniques and instruments/tasks, conditions and across the criteria. The exit criteria are to have equal emphasis across the range of summative assessment. The exit assessment program must ensure an appropriate balance over the course of study as a whole.

Mandatory aspects of the syllabus

Judgment of student achievement at exit from a two-year course of study must be derived from information gathered about student achievement in those aspects stated in the syllabus as being mandatory, namely:

- the general objectives “Knowledge and control of texts in their contexts”, “Knowledge and control of textual features”, and “Knowledge and application of the constructedness of texts”
- the mandated written and spoken/signed genre categories for the verification folio, as stated in section 6.6.

The exit criteria and standards as stated in sections 6.5, 6.7.3 and 6.7.4 must be used to make the judgment of student achievement at exit from a two-year course of study.

Significant aspects of the course of study

Significant aspects refer to those areas in the school’s course of study selected from the choices permitted by the syllabus. Significant aspects can complement mandatory aspects or be in addition to them. They will be determined by the context of the school and the needs of students at that school to provide choice of learning experiences appropriate to the location of the school, the local environment and the resources available.

The significant aspects must be consistent with the general objectives of the syllabus and complement the developmental nature of learning in the course over two years.

Selective updating

In conjunction with the principle of fullest and latest information, information on student achievement should be selectively updated throughout the course.

Selective updating is related to the developmental nature of the two-year course of study and operates within the context of continuous assessment. As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. The information therefore should be selectively and continually updated (not averaged) to reflect student achievement accurately.

The following conceptions of the principle of selective updating apply:

- a systemic whole subject–group approach in which considerations about the whole group of students are made according to the developmental nature of the course and, in turn, the assessment program. In this conception, developmental aspects of the course are revisited so that later summative assessment replaces earlier formative information
- an act of decision making about individual students — deciding from a set of assessment results the subset which meets syllabus requirements and typically represents a student’s achievements, thus forming the basis for a decision about a level of achievement. In the application of decisions about individual students, the set of assessment results does not have to be the same for all students. However, the subset which represents the typical achievement of a student must conform to the parameters set in requirements for verification folios (see section 6.6).

Selective updating must not involve students reworking and resubmitting previously graded assessment tasks. Opportunities may be provided for students to complete and submit additional tasks. Such tasks may provide information for making judgments if achievement on an earlier task was unrepresentative or atypical, or there was insufficient information upon which to base a judgment.

Fullest and latest information

Judgments about student achievement made at exit from a school course of study must be based on the fullest and latest information available. This information is recorded on a student profile.

“Fullest” refers to information about student achievement gathered across the range of general objectives. “Latest” refers to information about student achievement gathered from the most recent period in which the general objectives are assessed. As the assessment program in English is developmental, fullest and latest information will most likely come from Year 12.

Information recorded on a student profile will consist of the latest assessment data on mandatory and significant aspects of the course, which includes the data gathered in the summative assessment program that is not superseded.

6.2 RELATIONSHIP BETWEEN FORMATIVE AND SUMMATIVE ASSESSMENT

Information about students’ language use can be determined by employing a range of techniques such as observation, consultation and focused textual analysis. These techniques provide valuable information about the extent to which students are achieving the objectives.

In both formative and summative assessment, opportunities exist to use these techniques to provide students with valuable information about their language use. Observation and consultation may include anecdotal records, peer and self assessment, interviews, short responses and discussions. Focused textual analysis provides opportunities for teachers to examine in detail students' use of language in texts.

Formative assessment provides opportunities for students to access feedback on their text production, gain experience with task and genre-specific criteria and standards sheets and develop evaluative independence as they learn to evaluate their own work and identify ways to improve it.

Leading up to the production of specific summative tasks, students may engage in formative activities such as role-plays, discussions, journal entries and reading logs which scaffold the learning. However, focused textual analysis for summative purposes contributes to the requirements for verification.

6.3 CHARACTERISTICS OF ASSESSMENT TASKS

Task design is an important means of enabling students to demonstrate their knowledge, understanding and control of the three criteria. Careful consideration should be given to how the construction of a task enables students to demonstrate this knowledge, understanding and control.

Well-designed assessment tasks provide opportunities for student to:

- demonstrate the relationships among discourses, purpose, genre, register and textual features
- demonstrate or examine how textual meanings are shaped by purposes in accordance with genre and register variables, taking account of these variables
- take account of how textual features operate in texts to influence meaning making
- explore and consider ways in which texts are selectively constructed and read.

Assessment tasks also provide:

- clear and realistic contexts, including purpose and audience
- sufficient challenge for students, taking account of the need for increasing complexity of challenge and increasing independence
- a description of the task written in a manner that is accessible to students
- a task-specific criteria and standards sheet
- a statement of the conditions involved.

6.3.1 Task descriptions

Task descriptions are to:

- state relevant contextual factors, especially those relating to discourse, purpose, genre, register and textual features
- specify textual features relevant to the written or spoken/signed language of the task; in the case of multimodal tasks, a number of different systems of language may be used
- state all task requirements, including the length of the task and the conditions under which the task is completed; this includes the nature and extent of access to material and human resources

- be congruent with the general objectives of the syllabus, the standards associated with exit criteria and the school work program; this congruence ensures the essential relationship between learning, teaching, and assessment practices.

6.3.2 Task-specific criteria and standards

In order to assess student achievement, detailed assessment task specifications and associated task-specific criteria and standards must be developed and provided to students before beginning work on an assessable task.

Task sheets, including criteria and standards schemas:

- identify the purpose, genre, register and textual features relevant to the set task
- are used to inform learning/teaching practice
- provide the basis for teacher judgment about student achievement in each task
- provide students with the opportunity to develop self-evaluative expertise.

The criteria and standards for each task are to be derived from the exit criteria and standards matrix. The standards descriptors are to be selected so that they are specific to the task. They are to provide a clear statement of each of the five standards for the task.

While all three criteria will be present on a task-specific criteria and standards sheet, not all aspects of the three criteria will be present in the one task. These aspects of each criterion will be selected and derived according to task demands. For example, in criterion 1, an assessment task requiring a student to write a short story would be unlikely to require use of evidence to support opinions. In criterion 2, the short story would not draw on use of a range of spoken/signed or nonverbal features. In criterion 3, the short story would draw on representations of the relationships and identities of individuals and groups, times and places, but would not be likely to draw on analysis of how readers are invited to take up reading positions. Each task should provide opportunities for students to demonstrate knowledge of criterion 3, whether this is done through analysis or explication of texts, or through the choices made in construction of texts. There is no expectation that students produce explications to accompany texts that they construct.

6.3.3 Task conditions

Tasks must be completed under a range of conditions. Consideration should be given to:

- student familiarity with genre and subject matter
- amount of prior notice of subject matter and/or genre
- amount of time for task, length of task
- conditions which influence the access to material and human resources
- amount of time for drafting and redrafting or rehearsing
- opportunities for student documentation of, and reflection on, feedback about drafting or rehearsing.

These factors combine with other task demands to determine the level of complexity of a particular task. Their relative contributions need to be considered when designing tasks and when making judgments about the tasks. Information relating to the complexity of the task and task conditions is to be supplied on each task sheet. While

a particular format is not mandated, the answers to the questions in table 1 must be evident. Three sample condition sheets are provided, reflecting a variety of assessment tasks and conditions.

Table 1: Questions to be answered when developing task conditions sheets

1	Is this a prepared or previously unseen assessment instrument? (refer to 6.6)
2	What prior notice of task requirements are students given for completion of: <ul style="list-style-type: none"> • first draft or rehearsal and • final draft, performance, or presentation? (refer to 6.3.1)
3	When presented with the task, how familiar are students with the subject matter and genre?
4	What types of resources are accessed during the first draft?
5	To what extent is this access allowed?
6	What types of resources are accessible during final drafting/performance stage?
7	To what extent is access to these resources allowed? (refer to 6.3.5)
8	What word limit or time length is stipulated for the completed task? (refer to 6.3.4)
9	What layout conventions are expected for this task?
10	What referencing conventions are to be used for this task?

Example 1: Task conditions for a prepared written task/assignment

- prepared task
- four weeks' prior notice of completed task
- two weeks' prior notice of task requirements for the first draft
- previously untaught subject matter
- known genre (explicitly taught)
- open access to family, friends, peers, guidelines, class notes, print and electronic resources
- class and school email (if available) access to teachers
- drafts and documentation proforma to be attached when task is submitted
- free access to editing resources, e.g. dictionaries, word processing
- 800 words
- report layout as taught
- may be handwritten or word processed
- referencing conventions as per school policy.

**Example 2: Task conditions for an unseen task, e.g. feature article
(note: task completed in a single test session)**

- unseen question
- no prior notice of specific question
- previously taught subject matter
- known genre (explicitly taught)
- supervised test conditions prevail

- access to clean class text, printed dictionary, thesaurus
- no teacher input
- 600 words
- feature article layout as taught
- one session of 90 minutes
- handwritten (pencil not permitted).

Example 3: Task conditions for a spoken/signed task

- prepared, individual task
- five weeks' notice of task before check date
- one week between check date and performance
- previously taught subject matter
- new genre (explicitly taught)
- unlimited access to material resources
- access to teacher feedback and advice at check date, but no teacher editing of text
- student documentation of resources used is required, using attached proforma
- 8–10 minutes
- use of lectern, may make use of written text to support delivery
- all presentations to be videotaped
- written text or palm cards to be submitted.

6.3.4 Guidelines for task length

The following guidelines are offered to help teachers design tasks. Consideration should be given to the match among length and genre, task demands and conditions. Length should not be considered separately. Note that there may be an extension to the upper limits of these guidelines if complexity of a particular task or genre requires it.

Written (per task)

Year 11	Under test conditions	500–600 words
	Other conditions	600–800 words
Year 12	Under test conditions	600–800 words
	Other conditions	800–1000 words

Spoken/signed (per task)

Year 11	3–4 minutes for individual tasks (short)
	5–7 minutes for individual tasks (long)
	2–3 minutes per student for pair or group tasks
Year 12	4–6 minutes for individual tasks (short)
	7–10 minutes for individual tasks (long)
	3–5 minutes per student for pair or group tasks.

6.3.5 Student documentation of the text production process

To assist teachers in assessing student responses to tasks, students should provide documentation that shows resources accessed during text production. Such documentation should be part of the task requirements and conditions. A sample is provided below.

Resources	Stages of text production		
	<i>Original ideas</i>	<i>Rough draft</i>	<i>Final copy</i>
<i>Material</i>			
Internet school library outside libraries computer magazines other			
<i>Human</i>			
Teacher peers member of family librarian ESL teacher tutor other			
Signed: _____			

6.4 ARRIVING AT A HOLISTIC JUDGMENT OF STUDENT ACHIEVEMENT FOR A TASK

Teachers are to use task-specific criteria and standards to make an informed holistic judgment of a student's level of achievement on each given task. This judgment involves matching the student's response against the stated task-specific criteria and standards. The following steps are undertaken in the process of arriving at a holistic judgment.

Teachers:

- familiarise themselves thoroughly with the exit criteria and standards
- prepare task-specific standards schemas, derived from the exit criteria and standards
- read, view, or listen to the entire student response for the task and make an interim informed holistic judgment using the task-specific standards schema
- take account of the conditions under which the task was completed
- re-examine this initial judgment of student achievement against each of the specific task requirements
- confirm the judgment for the task if this review and the initial judgment are consistent

- go over again both the student response and the task-specific criteria and standards before assigning a final result, if the initial judgment is not consistent with the earlier re-examining process. A second opinion on the student response may also be sought.

6.4.1 Special consideration

Guidance about the nature and appropriateness of special consideration and special arrangements for particular students may be found in the Board's policy statement on special consideration, *Special Consideration: Exemption and special arrangements in senior secondary school-based assessment* (30 May 1994). This statement also provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special consideration to be effective for students so identified, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special consideration might involve alternative teaching approaches, assessment plans and learning experiences.

6.5 EXIT CRITERIA

The following three criteria are to be applied holistically to the body of work in the student folio in determining the exit level of achievement. The exit criteria reflect the general objectives of the syllabus as defined in section 3. The holistic application of the criteria reflects the interrelationship of discourse, genre, register and textual features in any text.

Criterion 1: Knowledge and control of texts in their contexts

This criterion requires students to interpret texts and construct their own texts, taking account of the way that meanings in texts are shaped by purpose, cultural context and social situation.

Criterion 2: Knowledge and control of textual features

This criterion requires students to gain knowledge, understanding and control of how different language systems (written, spoken/signed, visual, nonverbal, auditory) work in texts and to select textual features appropriate to purpose, genre and register.

Criterion 3: Knowledge and application of the constructedness of texts

This criterion requires students to recognise that discourses available in the culture affect the representations in, and readings of, texts. It requires students to identify how readers, listeners and viewers are positioned by the choices that writers, speakers and shapers make about what to include in and exclude from the text. Students apply this knowledge in the production of their own texts by making choices about what to represent and how to represent it.

6.6 REQUIREMENTS FOR VERIFICATION FOLIOS

The verification folio requirements for English stipulate the minimum and maximum number of assessment instruments. Schools must ensure that the verification folios presented in October contain all summative assessment instruments and corresponding student responses upon which judgments about interim levels of achievement have been made up to that time.

Teachers must also ensure that sufficient material is included to support judgments and that the minimum requirements are completed and included in sample folios by the due dates for meetings.

A verification folio is compiled over time and comprises a representative sample of a student's work. The folios provide information on which level of achievement proposals are to be based. The verification folio should be genuinely representative of a student's standard of achievement across a variety of tasks and conditions as specified in the work program. These tasks should assess across the range of general objectives, deal with the principles of school-based assessment and permit students to demonstrate achievement across the exit criteria and standards.

Verification requirements

An individual student folio for October verification *must* contain:

- 6–7 tasks with the characteristics outlined in section 6.3
 - 4–5 of these are to be predominantly written (see minimum requirements below)
 - 2–3 of these are to be predominantly spoken/signed (see minimum requirements below)
- a student profile detailing the pattern of achievement in summative tasks
- documentation of spoken/signed tasks.

Minimum requirements — mandatory written categories

Among the tasks in the verification folio there must be at least:

- one analytical exposition in response to literature, e.g. an analysis of how Australian identities are constructed through selections of poetry; a critical comparison of the ways the viewer has been positioned in two film versions of a play or novel that has been studied
- one imaginative text, e.g. short story, drama script, interior monologue, epistolary narrative
- one persuasive/reflective text suitable for a public audience, e.g. feature article, profile, or column; obituary; interview; biography; review.

All tasks should be carefully contextualised in terms of purpose and audience.

Two written tasks are to be *under supervised conditions*. *One* of these is *in response to an unseen question*. An unseen question is defined as one that students have not previously sighted. The “unseenness” relates to the question and not the resources that may support the response. The task is to be completed in one uninterrupted session.

At least one written task, but no more than two, is to be completed by students after the opportunity for extensive access to human, library, and electronic resources that should be referenced. Tasks completed under assignment conditions must include student documentation of the text production process as outlined in 6.3.5.

Once the mandated categories are met in a folio, the remaining written tasks do not necessarily have to be drawn from these three categories.

Schools planning to use letters to the editor, individually or in sets, personal letters, diary or journal entries, résumés, job applications and similar as the basis of a summative assessment task should consider how this material and the task demands

are congruent with the principle of increasing complexity of challenge as applied in the school work program.

Minimum requirements — mandatory spoken/signed categories

Among the tasks in the verification folio there *must* be at least two of the following:

- an expository text, e.g. media analysis, seminar, panel discussion on a significant issue
- an imaginative text, e.g. storytelling, dramatic re-creation (such as a transformation of a text), monologue (student-constructed text)
- a persuasive/reflective text suitable for a public audience (live, audiotaped or videotaped, multimodal), e.g. eulogy, Australia Day address, testimonial, taking a position at a public meeting, forum.

All tasks should be carefully contextualised in terms of purpose and audience.

Of the predominantly spoken/signed texts, *at least one* is to be a solo presentation. If a group task is undertaken, assessment criteria are not to assess group outcomes but are to assess the achievement of each individual student. For spoken/signed tasks, the assessment is to be made of the demonstrated achievement and not the group or individual planning processes. The inclusion of student notes and other supporting evidence of student response, as well as an annotated criteria sheet with teacher comments to inform the judgment of the level of achievement, must be provided. This contributes to documentation of the text production process as outlined in 6.3.5.

6.6.1 Confirmation of spoken/signed tasks

It is necessary to supplement the school submission of folios for monitoring and verification with confirmation of two students' spoken/signed assessments. This evidence is to be in one of two forms: videotape or audiotape.

This means that each *school's submission* for Year 11 monitoring and Year 12 verification *must* include a videotape or an audiotape that has two presentations of the one spoken/signed task — *one* representing a typical *A* standard and *one* representing a typical *C* standard. If there is no *A* standard available then the next highest presentation in the cohort should be supplied.

The tape should be cued and clearly labelled with school name and school code. It should be accompanied by the task sheet including task-specific criteria and standards. The achievement of each of the two students in the presentations should also be labelled on the tape with a statement about their placement within the band, such as "mid Sound". Scripts or student notes, such as palm cards, must also accompany the sample tapes.

Videotapes or audiotapes do not have to illustrate presentations of the individual students whose folios have been included in the submission.

The student response submitted as an A standard for the spoken/signed task does not have to be that of a student whose overall level of achievement may be VHA.

Similarly, the student response submitted as a C standard for the spoken/signed task does not have to be that of a student whose overall level of achievement may be SA.

At verification, the tape is meant to confirm teacher judgments, and so sophisticated recording techniques and extensive editing are not required. The tape provides an authentic record of the two students' presentations as they occurred in their selected contexts.

6.6.2 Authentication of ‘prepared’ tasks

The following procedures are recommended as a way of affirming that a response to a task is genuinely that of the student:

- the teacher must monitor the development of the task by seeing plans and a draft of the student’s work
- the student must produce and maintain documentation (including drafts) of the development of the response
- the student must acknowledge all resources used. This will include text and source material and the type of assistance received.

Schools will need to develop guidelines and proformas for students in relation to print and electronic source materials and resources, and to other types of assistance (including human) that have been accessed.

6.7 DETERMINING EXIT LEVELS OF ACHIEVEMENT

On completion of the course of study, the school is required to award each student an exit level of achievement from one of the five categories:

Very High Achievement

High Achievement

Sound Achievement

Limited Achievement.

Very Limited Achievement.

The school must award an exit level of achievement based on the three criteria (Knowledge and control of texts in their contexts, Knowledge and control of textual features, and Knowledge and application of the constructedness of texts) and the principles of assessment described in this syllabus. The criteria are derived from the general objectives which are described in section 3. The standards associated with the three exit criteria are described in sections 6.7.3 and 6.7.4.

6.7.1 Arriving at a holistic judgment of student achievement for a folio

The process of arriving at a holistic judgment of a student folio is essentially a classification exercise. It entails matching the folio against the syllabus standards associated with exit criteria to determine the level of achievement that best describes the pattern of performance in the folio as a whole. Although the total folio must demonstrate students’ achievements in all three criteria holistically, in any one task a selection will be made from aspects of each criterion to suit task demands. Across the entire exit folio, all aspects of all three criteria will be demonstrated. In relation to criterion 3, some of these aspects will, in some tasks, be demonstrated explicitly (e.g. in an analytical exposition). In other tasks, students will demonstrate their knowledge through the choices they make in text construction.

The standards matrices are in a format to emphasise the holistic nature of judgments. At the top of each standard is a summary statement capturing the features of a mid-range standard across the three criteria. Under this statement are the three criteria. The aspects of each criterion are elaborated in dot points which describe how the standards are demonstrated at each level. These descriptors encompass the standards for both writing and speaking/signing.

The three criteria for each standard are integrally related and therefore are not to be weighted. Similarly, even though the folio is a collection of individual components, it is to be judged as a whole, rather than as a sum of the parts. It is not appropriate to “add up” or total grades to arrive at an overall judgment about the level of student achievement as demonstrated in the folio. In judging the folio, account should be taken of the student’s achievement on assessment tasks in terms of:

- spoken and written modes (including multimodal)
- demonstrated control of genres and social contexts
- range of conditions under which the work has been completed, including reference to the nature and extent of peer and teacher assistance, as well as access to resources, human and material
- task demands (over the two years of the course, tasks should be designed to satisfy the syllabus requirements for increasing complexity of challenge)
- timing of the task (over the two years of the course, student work should demonstrate increasing linguistic maturity as students gain experience and expertise. It should also demonstrate that students are able to independently undertake revision and editing of text).

Each student folio is to be accompanied by a profile that records student achievement on required summative assessment tasks. The profile provides useful information upon which to establish an interim judgment of the student’s level of achievement. In some cases, however, it may be necessary to refer to the student’s work to confirm or alter this interim judgment.

6.7.2 Key competencies and the exit criteria

Of the seven key competencies, the five² that are most relevant to this subject are embedded in the descriptors in the standards matrix. Direct assessment and reporting on student levels of achievement in the key competencies is not a requirement of this syllabus. However, there are clear links between elements of the key competencies and the exit criteria and standards. The descriptors refer mainly to elements of:

- collecting, analysing and organising information and communicating ideas and information, for example in a feature article
- planning and organising, working with others, and communicating ideas, for example in a dramatic re-creation of a transformed text.

² KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC7: using technology

6.7.3 Mid-range standards associated with exit criteria

Table 2: Very High Achievement

At **Very High Achievement**, the student has consistently shown a discriminating knowledge and understanding of how texts are constructed across a range of texts in a range of social and cultural contexts. The student has demonstrated a comprehensive knowledge, understanding and control of the interrelatedness of purpose, genre, register, textual features and discourses in texts. The student has demonstrated a thorough understanding of the implications of tasks.

Knowledge and control of texts in their contexts	Knowledge and control of textual features	Knowledge and application of the constructedness of texts
<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</p> <ul style="list-style-type: none"> • exploiting the patterns and conventions of genres to achieve cultural purposes • selecting and synthesising substantial, relevant subject matter • interpreting, inferring from, analysing and evaluating information, ideas, argument and images in great depth • substantiating opinions with well balanced and relevant argument and evidence • exploiting the ways writers, speakers/signers, shapers' roles and their relationships with readers, listeners, viewers are affected by power, distance and affect • exploiting modes and media, integrating them to effect if appropriate. 	<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> • exploiting the sequencing and organisation of subject matter in stages • making discerning use of cohesive ties (and hyperlinks) to emphasise ideas and connect parts of texts • exploiting an extensive range of apt vocabulary, including figurative uses • combining a wide range of clause and sentence structures for specific effects, while sustaining grammatical accuracy • sustaining control of paragraphing and a wide range of punctuation • controlling conventional spelling • integrating visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to enhance meaning in layout or presentation of texts • sustaining use of a wide range of spoken/signed and nonverbal features that contribute to meaning: <ul style="list-style-type: none"> – pronunciation, phrasing and pausing for emphasis, audibility and clarity, volume, pace – facial expressions, gestures, proximity, stance, movement. 	<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</p> <ul style="list-style-type: none"> • thoroughly examining how, <i>and</i>³ exploiting the ways discourses in texts shape and are shaped by language choices • evaluating how, <i>and</i> exploiting the ways cultural assumptions, values, beliefs and attitudes underpin texts • making subtle and complex distinctions when evaluating <i>and</i> when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places • thoroughly analysing how readers are invited to take up positions in relation to texts <i>and</i> demonstrating with subtlety and complexity the position(s) s/he adopts as a reader • making purposeful and discerning choices that very effectively invite readers to take up positions.

³ The use of the italic indicates that all dimensions of the descriptor will be demonstrated across the course, and not necessarily within an individual task. In this descriptor, a task might ask students either to examine the ways ... or exploit the ways ..., and so on for each descriptor.

Table 3: High Achievement

At **High Achievement**, the student has consistently shown knowledge and understanding of how texts are constructed across a range of texts in a range of social and cultural contexts. The student has demonstrated considerable knowledge, understanding and control of the interrelatedness of purpose, genre, register, textual features and discourses in texts. The student has demonstrated understanding of the implications of tasks.

Knowledge and control of texts in their contexts	Knowledge and control of textual features	Knowledge and application of the constructedness of texts
<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</p> <ul style="list-style-type: none"> • employing the patterns and conventions of genres to achieve cultural purposes • selecting and usually synthesising considerable relevant subject matter • interpreting, inferring from, analysing and evaluating information, ideas, argument and images in depth • substantiating opinions with relevant argument and evidence • establishing writers, speaker/signers, shapers' roles and controlling the ways their relationships with readers, listeners, viewers are influenced by power, distance and affect • exploiting modes and media, integrating them if appropriate. 	<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> • sequencing and organising subject matter logically in stages • controlling the use of cohesive ties (and hyperlinks) to connect ideas and parts of texts • selecting, with occasional lapses, a wide range of suitable vocabulary, including figurative uses • controlling a wide range of clause and sentence structures, while generally maintaining grammatical accuracy • sustaining control of paragraphing and a wide range of punctuation • controlling conventional spelling, with occasional lapses • integrating visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to make meaning in layout or presentation of texts • using a wide range of spoken/signed and nonverbal features that contribute to meaning: <ul style="list-style-type: none"> – pronunciation, phrasing and pausing for emphasis, audibility and clarity, volume, pace – facial expressions, gestures, proximity, stance, movement. 	<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</p> <ul style="list-style-type: none"> • examining how, <i>and</i>⁴ making effective use of the ways discourses in texts shape and are shaped by language choices • examining how, <i>and</i> making effective use of the ways cultural assumptions, values, beliefs and attitudes underpin texts • making fine distinctions both when evaluating <i>and</i> when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places • analysing how readers are invited to take up positions in relation to texts <i>and</i> clearly demonstrating the position(s) s/he adopts as a reader <p>making purposeful choices that effectively invite readers to take up positions.</p>

⁴ The use of the italic indicates that all dimensions of the descriptor will be demonstrated across the course, and not necessarily within an individual task. In this descriptor, a task might ask students either to examine how ... or make effective use of ..., and so on for each descriptor.

Table 4: Sound Achievement

At Sound Achievement , the student has shown reasonable knowledge and understanding of how texts are constructed across a range of texts in a range of social and cultural contexts. The student has demonstrated a general knowledge, understanding and control of the interrelatedness of purpose, genre, register, textual features and discourses in texts. For the most part, the student has demonstrated understanding of the implications of tasks.		
Knowledge and control of texts in their contexts	Knowledge and control of textual features	Knowledge and application of the constructedness of texts
<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</p> <ul style="list-style-type: none"> • in the main, employing the patterns and conventions of genres to achieve particular cultural purposes • selecting sufficient relevant subject matter • interpreting and explaining information, ideas, argument and images, with some analysis and evaluation • supporting opinions with relevant argument and evidence • establishing writers, speakers/signers, shapers' roles and maintaining the ways their relationships with readers, listeners, viewers are influenced by power, distance and affect • usually making effective use of modes and media, in combination if appropriate. 	<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> • in the main, sequencing and organising subject matter in stages • usually linking ideas with cohesive ties (and connecting parts of texts using hyperlinks) • using suitable vocabulary • using a range of clause and sentence structures with occasional lapses in grammatical accuracy • controlling paragraphing and punctuation, such as commas, apostrophes, capitals and full stops • using conventional spelling, in the main • using, with some success, visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to make meaning in layout or presentation of texts • using a range of spoken/signed and nonverbal features that contribute to meaning: <ul style="list-style-type: none"> – pronunciation, phrasing and pausing for emphasis, audibility and clarity, volume, pace – facial expressions, gestures, proximity, stance, movement. 	<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</p> <ul style="list-style-type: none"> • explaining how, <i>and</i>⁵ employing ways discourses in texts shape and are shaped by language choices • identifying and explaining <i>and</i> making use of the ways cultural assumptions, values, beliefs and attitudes underpin texts • making broad distinctions when identifying and explaining <i>and</i> when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places • identifying and explaining ways readers have been invited to take up positions in relation to texts <i>and</i> broadly demonstrating the position(s) s/he adopts as a reader • making purposeful choices that, in the main, invite readers to take up positions.

⁵ The use of the italic indicates that all dimensions of the descriptor will be demonstrated across the course, and not necessarily within an individual task. In this descriptor, a task might ask students either to explain how ... or make use of ..., and so on for each descriptor.

Table 5: Limited Achievement

<p>At Limited Achievement, the student has shown some knowledge and understanding of how texts are constructed across a range of texts in a range of social and cultural contexts. The student has demonstrated a very general knowledge, understanding and control of choices of genre, register and textual features in texts. The student has demonstrated an understanding of the implications of some of the tasks.</p>		
<p>Knowledge and control of texts in their contexts</p>	<p>Knowledge and control of textual features</p>	<p>Knowledge and application of the constructedness of texts</p>
<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</p> <ul style="list-style-type: none"> • unevenly using the patterns and conventions of genres to achieve cultural purposes • selecting some relevant subject matter • interpreting and explaining some information, ideas, images • supporting opinions with a little argument and evidence • generally establishing writers, speakers/signers, shaper’s roles and sometimes maintaining the ways their relationships with readers, listeners, viewers are influenced by power or distance or affect • using some modes and media, with occasional effectiveness. 	<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> • occasionally sequencing and organising subject matter in stages • making lapses in linking ideas with cohesive ties (or when using hyperlinks) • using basic vocabulary • using clause and sentence structures accurately in places, but with frequent grammatical lapses in subject–verb agreement, continuity of tenses and pronoun references • using paragraphing and punctuation accurately in places, but with frequent lapses • using conventional spelling, with frequent lapses • using some visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features in layout or presentation of texts • using some spoken/signed and nonverbal features that contribute to meaning: <ul style="list-style-type: none"> – pronunciation with some lapses, audibility and clarity, volume – facial expressions, gestures, proximity, stance, movement. 	<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</p> <ul style="list-style-type: none"> • identifying some ways language choices are shaped by discourses • identifying some of the ways cultural assumptions, values, beliefs and attitudes underpin texts <i>and</i>⁶ sometimes making use of them • making general distinctions when identifying representations of concepts and of the relationships and identities of individuals, groups, times and places <i>and</i> unevenly shaping the representations in own texts • recognising and describing some ways readers have been invited to take up positions in relation to texts • making choices that sometimes invite readers to take up positions.

⁶ The use of the italic indicates that all dimensions of the descriptor will be demonstrated across the course, and not necessarily within an individual task. In this descriptor, a task might ask students either to identify some cultural assumptions ... or make use of them ..., and so on for each descriptor.

Table 6: Very Limited Achievement

<p>At Very Limited Achievement, the student has shown a little knowledge and understanding of how texts are constructed in some texts in social and cultural contexts. The student has demonstrated a little knowledge, understanding and control of genre, register and textual features. The student has demonstrated some understanding of some of the implications of tasks.</p>		
<p>Knowledge and control of texts in their contexts</p>	<p>Knowledge and control of textual features</p>	<p>Knowledge and application of the constructedness of texts</p>
<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</p> <ul style="list-style-type: none"> • occasionally using some conventions of genres to achieve some purposes • selecting some subject matter that relates to tasks • stating opinions • identifying roles of writers, speakers/signers, shapers and making some use of their relationships with readers, listeners, viewers in some texts • using some modes and media. 	<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> • linking some ideas with conjunctions • using a narrow range of basic vocabulary • using a narrow range of clause and sentence structures with frequent grammatical lapses that impede understanding • using some punctuation though not paragraphing • using some conventional spelling, but lapses impede understanding • using some visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features • using some spoken/signed and nonverbal features: <ul style="list-style-type: none"> – pronunciation with some lapses, audibility and clarity – facial expressions, gestures, movement. 	<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</p> <ul style="list-style-type: none"> • sometimes identifying some attitudes and beliefs in texts • making very general distinctions when identifying representations of concepts and of the relationships and identities of individuals, groups, times and places <i>and</i>⁷ occasionally shaping some representations in own texts.

⁷ The use of the italic indicates that all dimensions of the descriptor will be demonstrated across the course, and not necessarily within an individual task. In this descriptor, a task might ask students either to identify ... or to shape some ..., and so on for each descriptor.

6.7.4 Minimum requirements for Sound Achievement

For the awarding of a minimum Sound Achievement, the student’s folio must meet the descriptors in both modes, i.e. in writing and in speaking/signing. To determine this, the responses to the modes are to be examined separately. The predominantly written responses, when taken together, must for the most part meet the minimum standard in table 7; the predominantly spoken/signed responses, when taken together, must for the most part meet the minimum standard in table 7. Higher achievement in spoken/signed responses cannot compensate for weaknesses in written responses or vice versa. Once the standard has been determined for each mode, the judgment for the folio follows.

Table 7: Minimum requirements for Sound Achievement

At minimum Sound Achievement , the student has shown reasonable control of a range of texts and their textual features across a range of social and cultural contexts demonstrating a general understanding of the interrelatedness of purpose, genre, register, textual features and discourses in the construction of texts. S/he demonstrates that s/he has understood, for the most part, the implications of tasks.		
Knowledge and control of texts in their contexts	Knowledge and control of textual features	Knowledge and application of the constructedness of texts
↔	↔	
<p>The student has demonstrated knowledge that meanings in texts are shaped by purpose, cultural context and social situation by:</p> <ul style="list-style-type: none"> • employing some of the patterns and conventions of genres used to achieve cultural purposes • selecting subject matter that is mostly relevant • interpreting and explaining information, ideas, argument and images, with some analysis • providing argument and evidence to support most opinions • establishing writers, speakers/signers, shapers’ roles and generally maintaining the ways their relationships with readers, listeners, viewers are affected by power, distance and affect • making some effective use of modes and media, combining where appropriate. 	<p>The student has demonstrated knowledge of appropriateness of textual features for purpose, genre, and register by:</p> <ul style="list-style-type: none"> • In the main, sequencing and organising subject matter in stages, although there may be some significant lapses in a few texts • usually linking ideas with cohesive ties (and using hyperlinks) • using basic but usually suitable vocabulary • using a range of clause and sentence structures, with some lapses in grammatical accuracy, including subject–verb agreement, continuity of tense and pronoun reference • using paragraphing, with some lapses, and usually controlling commas, apostrophes, capitals and full stops, despite some run-on sentences • using conventional spelling, in the main • using, with some success, visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features in layout or presentation of texts • using a range of spoken/signed and nonverbal features that usually contribute to meaning: <ul style="list-style-type: none"> – pronunciation, phrasing and pausing, audibility and clarity, volume, pace – facial expressions, gestures, proximity, stance, movement. 	<p>The student has demonstrated knowledge of the ways in which texts are selectively constructed and read by:</p> <ul style="list-style-type: none"> • describing how <i>and</i>⁸ employing some of the ways discourses shape and are shaped by language choices • identifying and describing, <i>and</i> making use of, the ways some cultural assumptions, attitudes, beliefs and values underpin texts • making broad distinctions, both when identifying and describing, <i>and</i> when shaping representations of concepts and of the relationships and identities of individuals, groups, times and places • identifying and describing ways readers have been invited to take up positions in relation to texts <i>and</i> broadly demonstrating reading position(s) s/he adopts • sometimes making purposeful choices that invite readers to take up positions.

⁸ The use of the italic indicates that all dimensions of the descriptor will be demonstrated across the course, and not necessarily within an individual task. In this descriptor, a task might ask students either to identify ... or make some effort to ..., and so on for each descriptor.

6.7.5 Sample profile

Student achievement is recorded on a profile that accompanies the verification submission. The following elements must appear on a profile, although schools may design the way they appear. Two sample profiles are provided as a guide.

Profile elements

- unit focus
- minimum requirements — mandatory written and spoken/signed categories, conditions including notice of task, time allowed, access to resources, length and due date. The due date is important as a way of tracing development over time and also the time between particular tasks
- the standard awarded for each task (result)
- an interim and an exit level of achievement.

Sample profile A

Unit focus	Mandatory category and genre	Conditions	Result
Spoken	Expository nature of presentation individual or group live or recorded	notice of task time allowed access to resources duration due date	
	Imaginative nature of presentation individual or group live or recorded	notice of task time allowed access to resources duration due date	
	Persuasive/reflective nature of presentation individual or group live or recorded	notice of task time allowed access to resources duration due date	
Written	Analytical exposition	notice of task time allowed access to resources length due date	
	Imaginative	notice of task time allowed access to resources length due date	
	Persuasive/reflective text	notice of task time allowed access to resources length due date	
		notice of task time allowed access to resources length due date	
VERIFICATION — interim level of achievement			
Written		notice of task time allowed access to resources length due date	
EXIT — exit level of achievement			

Sample profile B

Unit focus	Mandatory category and genre	Conditions	Written result	Spoken/signed result
	Imaginative (wr)	notice of task time allowed access to resources length due date		
	Expository (s/s) nature of presentation individual or group live or recorded	notice of task time allowed access to resources duration due date		
	Persuasive/reflective text (wr)	notice of task time allowed access to resources length due date		
	Analytical exposition (wr)	notice of task time allowed access to resources length due date		
	Imaginative (s/s) nature of presentation individual or group live or recorded	notice of task time allowed access to resources duration due date		
	(wr)	notice of task time allowed access to resources length due date		
VERIFICATION — interim level of achievement				
	Persuasive/reflective (s/s) nature of presentation individual or group live or recorded	notice of task time allowed access to resources duration due date		
EXIT — exit level of achievement				

7. EDUCATIONAL EQUITY

Equity means fair treatment of all. In developing work programs from this syllabus, schools are urged to consider the most appropriate means of incorporating the following notions of equity.

Schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources. Teachers should ensure that the particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non-English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

The subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered when selecting subject matter. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

It is desirable that the resource materials chosen recognise and value the contributions of both females and males to society and include the social experiences of both sexes. Resource materials should also reflect the cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

Efforts should be made to identify, investigate and remove barriers to equal opportunity to demonstrate achievement. This may involve being proactive in finding out about the best ways to meet the special needs, in terms of learning and assessment, of particular students. The variety of assessment techniques in the work program should allow students of **all** backgrounds to demonstrate their knowledge and skills in a subject in relation to the criteria and standards stated in this syllabus. The syllabus criteria and standards should be applied in the same way to all students.

Teachers may find the following resources useful for devising an inclusive work program:

Australian Curriculum, Assessment and Certification Authorities 1996, *Guidelines for Assessment Quality and Equity*, Australian Curriculum, Assessment and Certification Authorities, available through QBSSSS, Brisbane.

Department of Education, Queensland 1991, *A Fair Deal: Equity guidelines for developing and reviewing educational resources*, Department of Education [Education Queensland], Brisbane.

Department of Training and Industrial Relations 1998, Access and Equity Policy for the Vocational Education and Training System, DTIR, Brisbane.

[Queensland] Board of Senior Secondary School Studies 1994, *Policy Statement on Special Consideration*, QBSSSS, Brisbane.

[Queensland] Board of Senior Secondary School Studies 1995, Language and Equity: A discussion paper for writers of school-based assessment instruments, QBSSSS, Brisbane.

[Queensland] Board of Senior Secondary School Studies 1995, *Studying Assessment Practices: A resource for teachers in schools*, QBSSSS, Brisbane.

8. QUANTITATIVE CONCEPTS & SKILLS

Success in dealing with issues and situations in life and work depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, measurement and finance
- extract, convert or interpret information given in numerical forms, diagrams, maps, graphs or tables
- make use of appropriate technologies
- use skills or apply quantitative concepts from one problem or one subject to another.

In English, students are to be encouraged to develop their understanding and to learn through the incorporation — to varying degrees — of mathematical strategies and approaches to tasks. Such strategies and approaches should arise naturally in the course of learning experiences in English, and should not be artificially constructed by teachers. However, where appropriate, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative concepts and skills that contribute to participating successfully in society.

Mathematical concepts and skills should be focused on preparing students to cope with the quantitative demands of their personal lives or to participate in a specific community or workplace environment. Within appropriate learning contexts and experiences, opportunities are to be provided for the revision, maintenance, and extension of quantitative skills and understandings.

9. WORK PROGRAM REQUIREMENTS

A work program is the school's interpretation of the syllabus. It explains how the school intends to implement the syllabus. It contains more detail than the syllabus and caters for the special characteristics of the individual school and its students.

The school's work program must meet all syllabus requirements. It should be a comprehensive document that does not require reference to other documents for it to be understood. Writers of work programs are encouraged to use the same terminology as that in the syllabus.

Work program evaluation: the work program that is developed by a school may be amended at any time in accordance with Board procedures and should be subject to periodic processes of evaluation to ensure that:

- the various sections of the program are seen to contribute to the course of study
- problems associated with the design and implementation of the course are resolved
- the developmental nature of learning experiences is clearly evident in the program
- student needs, interests and abilities are met through negotiation and participation
- the human and material resources that are used by teachers and students in the design and implementation of the work program are reviewed regularly to establish their continuing relevance and efficacy.

Table 8: Essential components of the work program (*this table spreads over three pages*)

Contents	This facilitates readability of the document. Pages must be numbered.
Rationale	This provides the school's justification for including English in its curriculum and outlines how the syllabus approach is incorporated in the school's work program. It includes information on the school's philosophy and organisation, the student population, and the adequacy of the school's resources to implement the work program.
Global aims	These are statements of the long-term achievements, attitudes and values that are to be developed through studying the subject (refer to section 2). Amendments must be compatible with the syllabus global aims.
General objectives	General objectives identify outcomes for students at the completion of the course. The general objectives should be reproduced unchanged from the syllabus. Schools should note the links with assessment criteria (refer to 6.5), and the standards associated with exit criteria (sections 6.7.3 and 6.7.4).
Course organisation	This provides a clear statement of the content and structure of the school work program. An example of a template that could be used is provided at the end of this section. The overview <i>must</i> incorporate: <ul style="list-style-type: none"> • the organising principles (refer to 4.2) • a reflection of the developmental nature of the course • the general pattern of units of work over the two-year course

	<ul style="list-style-type: none"> • the sequence of the units of work planned, taking into account increasing complexity of challenge and increasing student independence • the general objectives that are to be incorporated into each unit • assessment tasks for each unit, taking into account range and balance across the course in relation to task demands, contexts, modes, genres, and conditions • resources (refer to 4.4) • conditions for assessment.
Learning experiences	<p>These provide a guide to how the general objectives will be pursued. They should be carefully selected to ensure that they are capable of promoting the kinds of development described in the general objectives and to reflect the balance that will lead to achieving these objectives. Section 5 of the syllabus contains advice and suggestions about developing learning experiences.</p> <p>This section of the work program includes <i>a sample unit</i> which will comprise part of a semester's work, with <i>two sample tasks</i> from this unit of work — <i>one</i> task for writing and <i>one</i> task for speaking/signing. Both tasks are to be accompanied by their task sheets as well as the task-specific criteria and standards schemas.</p> <p>While the sample unit must contain two tasks, as specified, there is no expectation that all units will culminate in two tasks.</p>
Assessment	<p>The work program <i>must</i> include an assessment plan that:</p> <ul style="list-style-type: none"> • demonstrates the application of the organising principles (refer to 4.2) • details the assessment techniques over the two years of the course • reflects the developmental intention of the syllabus • includes a description of the components of a verification folio to illustrate the range and balance of tasks, contexts and conditions that would be typical (refer to 6.6) • sets out the procedures for arriving at exit levels of achievement (refer to 6.7) • describes the steps taken to ensure student authorship of submitted work.
Educational equity statement	<p>This statement (refer to section 7) must express an awareness of and a commitment to the principles of educational equity expressed in the syllabus.</p>
Quantitative concepts and skills statement	<p>This statement (refer to section 8) may be copied directly from the syllabus.</p>
Resources	<p>Schools should ensure that in selecting texts for study in the subject English, the mandated resource requirements are fulfilled (refer to 4.4). Reference to resources will necessarily be made in other sections, e.g. course organisation and learning experiences. This section should provide a summary of the resources held by the school that are necessary for implementation of the two-year course.</p>

Sample course overview template

Time	Unit title	Focus	Objectives	Learning experiences	Assessment possibilities	Resources	Conditions
Semester 1	Unit Unit Unit						
Semester 2	Unit Unit						
Semester 3	Unit Unit Unit						
Semester 4	Unit						

10. GLOSSARY

Conventions

Conventions are widely accepted patterns or devices that audiences and participants may expect to find in a text of a particular genre.

Discourse

Discourse refers to the cultural and social practices through which individuals and groups use language to establish their identities and membership of groups, and to become aware that they are playing socially meaningful roles. Discourses provide ways of being, thinking and acting and of using language so that individuals and groups can identify themselves or be identified in social and cultural networks.

When discourses gain widespread cultural acceptance, they may come to be viewed as common sense or natural. For example, there are discourses of law and order in which language choices are made that may construct criminals as victims of circumstances or as threats to the community. There are other discourses of law and order in which police are constructed as upholders of social order or as underminers of social order through corruption. At any one time or place, a number of diverse or even competing discourses may be available to language users.

Field

Field refers to the subject matter that is being developed within the text and has recognisable meaning in the social system. For example, the field of a recipe includes ingredients and steps in the production of a food item.

Genre

Genres are conventionalised, staged, purposeful language interactions that occur among and are recognised by those who participate within a certain culture. They are based on shared knowledge and practices and exhibit distinguishing structures, features and patterns that relate to context, purpose and audience. Despite this, genres are not static, but are dynamic, and change in response to a range of factors, such as social context, purpose, and experimentation. Some texts are hybridised or multigeneric.

Hypertext

Hypertext refers to a way of connecting text, pictures, film and sound in a non-linear fashion via links in electronic media. Hypertext is fully electronic reading and writing which differs from printed text by offering users multiple pathways through a web of information. Such a text is constructed in part by the writers who create the links and in part by the readers who decide what links to follow.

Interpersonal distance

See Tenor.

Intertextuality

Intertextuality refers to the relationship between a particular text and those texts that have preceded it or are contemporaneous with it. Intertextuality refers to the genres the text derives from, the discourses that can be traced within them, the subject matter of preceding texts that may be alluded to by the writer, speaker, shaper, or that the reader, viewer or listener may have previously experienced. No text occurs in

isolation, but must be understood in the context of the web of texts that precede and coexist with it. All kinds of texts — such as novels, poems, films, or jokes, for example — gain meaning through their similarities to other texts.

Medium

Medium refers to the channel of communication and may include face to face, film, television, stage, radio, print and electronic media. Multimodal texts, formed by various combinations of these channels of communication, have become increasingly prevalent with technological developments.

Mode

Mode refers to a system of communication chosen as the way to transmit a message. The choice of language mode may be written, spoken/signed, nonverbal, visual or auditory. In combination, these systems of communication form multimodal texts.

Modality

Modality refers to the degree of probability, certainty or obligation in interpersonal meanings through the use of modal verbs such as can/could, will/would, shall/should, may/might, must/ought, or modal adjuncts such as probably, possibly, definitely, always.

Multimodal

Texts which are multimodal usually comprise several modes, such as speaking and writing, in combination with digitised sound, graphics, animation, photographs, video and virtual reality.

Nominalisation

Nominalisation refers to the process of converting verbs into nouns. This process allows the writer to pack more lexical content into a clause and to develop dense nominal (or noun) groups to make a text sound more formal and impersonal. Nominalisation is a feature of written text, particularly analytic exposition.

Positioning

Positioning refers to how texts influence readers to read in certain ways. Readers are positioned or invited to construct particular meanings in relation to the characters, the arguments, or the groups in the text. (See Readings).

Readings

Readings are the meanings produced when a reader applies a particular reading practice to make sense of a text.

Ways of reading include:

- reading with the text: the reader produces the meaning invited by the text; this is referred to as the invited reading.
- reading across the text: the reader may challenge aspects of the invited reading but not oppose it in totality; this is referred to as an alternative reading
- reading against the text: the reader recognises the invited reading but challenges or opposes it; this is referred to as a resistant or oppositional reading.

Readers may shift among a range of positions as they read and re-read texts or parts of texts.

Register

Register refers to the interplay among field, tenor and mode. Language choices in texts are affected by these register variables which influence meaning making in social situations.

Representation

Representations are textual constructions that give shape to ways of thinking about or acting in the world. Texts do not mirror or reflect transparently the real world; they re-present or construct the relationships and identities of individuals, groups, times and places, mediated by the attitudes, beliefs, values or world view of the writer, shaper, speaker (and of the reader, viewer, listener).

Tenor

Tenor refers to the roles adopted by, and the nature of the relationships between, speaker/signer and listener, shaper and viewer, and writer and reader. It refers also to the effects of interpersonal distance on those roles and relationships. Interpersonal distance describes the nature of the rapport established between people who communicate with each other. Interpersonal relationships may include those that are intimate or distanced, neutral or emotionally charged, and evenly or unevenly balanced in terms of power.

Tenor can also refer to and indicate the stance taken in relation to subject matter.

Texts

The selection and combination of signs and symbols from different systems of language form **texts**, which are the material result of purposeful human activity. Texts are coherent, meaningful forms of communication created and shaped through selections among discourses, genre, register and textual features. A text can be a novel, a film, a pop song, a speech, a poem, a cartoon, a news magazine, a webpage.

Textual features

Textual features are those components of texts that are chosen to suit context according to discourse, purpose, genre and register. Textual features include: cohesion, clause and sentence structure, grammar, vocabulary, paragraphing, punctuation and spelling, layout, visual and auditory features and spoken/signed and nonverbal features.

II. RESOURCES

The resources listed are suggested only. They represent a limited sample of those available.

GRAMMAR

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- Janks, H. (ed.) 1993, *Critical Awareness Series* (includes six titles, e.g. *Language and Position; Language, Identity and Power; Languages in South Africa*), Hodder and Stoughton, South Africa (available from AATE, PO Box 3203, Norward, SA.)
- Lankshear, C. 1997, *Changing Literacies*, Open University Press, Buckingham, England. ISBN 0 33519 636 5
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- McCracken, S. 1998, *Pulp: Reading popular fiction*, Manchester University Press, Manchester. ISBN 0 7190 4759 5
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- Morgan, W. 1997, *Critical Literacy in the Classroom: The art of the possible*, Routledge, New York. ISBN 0 415 14248 2
- Munro, D. 2000, *Defining Literature*, Longman, Melbourne. ISBN 0 73390 812 8
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- White, D., Williams, J. & Watson, K. 1996, *Ways with Plays*, St Clair Press (in association with Caryl Press, UK), PO Box 287, Rozelle, NSW. ISBN 0 949898 62 7

VIDEOS

- A selection from the Curriculum Corporation and AATE (Australian Association for the Teaching of English), telephone 1800 337 405
- Critical Literacy: Readings and resources, 1996, 60 minutes
- Teaching About Language: Learning about language, 1997, 56 minutes
- Teaching English: A practical guide for teachers, 1997, 58 minutes
- Oral Language and the Teaching of English, 1999, 60 minutes
- A selection from Video Education Australasia (VEA), 111A Mitchell Street, Bendigo, Victoria, 3550 (catalogue accessible at www.vea.com.au)
- Moving Pictures as Text: An introduction to the language of film and television, 1997, 20 minutes.
- Images and meaning: Analysing visual text in newspapers, 1997, 30 minutes.
- The Australian Film and Television School (catalogue accessible at www.afters.edu.au)

WEBSITES

- Websites often change or are available for a relatively short time. The following is a small selection of websites that were current at the time of original publication of this syllabus, and that are likely to continue to be available at the listed web address.
- Search engines such as Google (www.google.com) are a useful tool for teachers and students wishing to access recent web-based materials. In addition, the websites of most major newspapers, local and international, are a useful source of articles and reviews. Many e-journals are available for subscription.
- Adelaide University*: a guide to Australian literature on the web.
http://www.library.adelaide.edu.au/guide/hum/english/E_Aust.html
- Archive of classic print ads: <http://www.adflip.com>
- The Australian Association for the Teaching of English. <http://www.aate.org.au>
- The Australian Broadcasting Corporation*: transcripts of ABC radio programs are available shortly after transmission at <http://www.abc.net.au>
- Education Queensland* provides home webpages of state schools in Queensland.
<http://www.education.qld.gov.au/schools>
- Film Australia* library: synopses and teacher notes, production reports and media releases. <http://www.filmaust.com.au>

The Internet Public Library: online literary criticism collection.

[http://www.ipl.org.ref.litcrit](http://www.ipl.org/ref/litcrit)

National Gallery of Australia: Picture Australia contains around 16 000 Australian prints from the National Gallery of Australia. <http://www.pictureaustralia.org/index>

National Library of Australia: guide to Australian literature on the internet.

<http://www.nla.gov.au/oz/litsites.html>

Norton Topics Online is the web companion to The Norton Anthology of English Literature. <http://www.wwnorton.com/nacl/>

Project Gutenberg: massive internet book repository allows user to search for a full text work by author or title, download text, or read a .txt version.

<http://www.gutenberg.net>

Queensland Studies Authority: includes English resources formerly provided by the Queensland Board of Senior Secondary School Studies. <http://www.qsa.qld.edu.au>

Rutgers University: literary resources from Jack Lynch.

<http://andromeda.rutgers.edu/~jlynch/Lit>

Shakespeare: there are many sites that provide full texts of Shakespeare's works, of which this is one: <http://www.shakespeare.com>

State Library of Victoria: an extensive Australian literature database.

<http://www.vicnet.net.au/~ozlit>

Scripts and playwriting resources:

- perspicacity provides playwriting resources, monologues, workshops.
<http://www.perspicacity.com/elactheatre>
- script-o-rama provides many television and film scripts.
<http://www.script-o-rama.com>

Websites of overseas newspapers such as the *London Times*, the *New York Times*, the *Washington Post*, the *Irish Times*, offer reviews of texts that may, for example, allow students to compare the approaches and reactions of reviewers from one paper to another.

APPENDIX

STUDENTS WHO HAVE ENGLISH AS A SECOND LANGUAGE, AND THE SENIOR SYLLABUS IN ENGLISH

Which students?⁹

Schools, through their formal processes of identification of students with special needs, determine those students who may be considered students who have English as a second language (ESL).

Students who have English as a second language can include those for whom English is not their first language and who enter senior schooling with:

- minimal or no exposure to English, and little or no previous formal schooling in any country, or with severely interrupted education
- little or no exposure to English, but with schooling equivalent to that received by their chronological peers in English
- varying exposure to English, who have had disrupted education in one or more countries, including Australia
- some formal language exposure to English, and significant formal education in another language or other languages, before arrival in Australia.

Others who in some circumstances may be considered as students who have English as a second language include:

- Aboriginal students and Torres Strait Islander students from Indigenous communities in which Standard Australian English is not the first language of the local community
- students who have been born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as a second language, e.g. students who are on the National Languages & Literary Institute of Australia (NLLIA) Bandscale level 7 and below.

APPLICATION OF THE POLICY OF SPECIAL CONSIDERATION FOR STUDENTS STUDYING SENIOR ENGLISH WHO HAVE ENGLISH AS A SECOND LANGUAGE

In the policy statement on special consideration, *Special Consideration Exemption and Special Arrangements in Senior Secondary School-based Assessment* (1994), students who have English as a second language are clearly identified as “students with special needs” to whom special consideration may apply. The policy draws a distinction between an **exemption** and a **special arrangement**. Each provision has as its purpose the safeguarding of equity.

Exemption ensures equity because students may be exempted only from non-substantive elements of a course of study. Substantive elements of any syllabus include the criteria and standards for the awarding of levels of achievement.

⁹ Adapted from the VCE (Victorian Certificate of Education) *ESL Companion to the English CSF* (Curriculum and Standards Framework)

In senior English, arrangements for students who have English as a second language fall under the category of special arrangement rather than exemption. Students may not be exempted from the minimum requirements of the course of study, except if the school selects a maximum recommendation for a category where a minimum is also referred to (such as 4–6 instruments of assessment, or 4–6 prose texts). Students cannot be exempted from a category of assessment (for example, oral assessment), or from the use of types of texts (such as poetry). Neither exemption nor special arrangement applies to the general objectives, exit criteria and exit standards of the syllabus.

Special arrangement ensures equity by authorising practical arrangements to vary learning experiences and conditions under which assessment occurs to give students with special needs an equal opportunity to demonstrate their knowledge and skills in the subject. Examples of special arrangements that can be made for students who have English as a second language studying senior English include classroom organisation, learning experiences, text selection and assessment conditions.

Special arrangements in classroom organisation include

- partial withdrawal programs
- parallel classes
- team teaching in heterogenous classes, with an specialist teacher of English as a second language and a subject teacher
- support teaching, with a teacher of English as a second language supporting learners within a heterogeneous class
- scaffolding and modelling for students to bridge gaps in cultural contexts
- mentor programs, using other students, other teachers, other support programs within the school.

Other areas in which special arrangements can legitimately be made are detailed in the section that follows.

GUIDELINES FOR DEVELOPING WORK PROGRAMS AND ASSESSMENT PLANS IN SENIOR ENGLISH FOR STUDENTS WHO HAVE ENGLISH AS A SECOND LANGUAGE

I. Rationale

Schools should survey the cultural, social and individual characteristics of their clientele. Describe these features of the school population in the Rationale, and make particular choices of resources, learning experiences and assessment possibilities. In the Rationale, schools should take account of the cultural, social and individual differences of their clientele. This means describing the school population in terms of the particular choices that will be made among resources, possible learning experiences and ways in which the course will be offered to open up opportunities for all students to demonstrate what they know and can do. Issues of inclusivity, equity and access can be catered for in the choices the school makes and how these meet the needs of the particular clientele.

2. Global aims

These are reproduced unchanged from the syllabus. There is opportunity to comment in an English as a second language context on the following global aims:

- creative and critical engagement with texts, to explore the students' world and worlds beyond their own
- ability to reflect on the ways language is used in a wide range of cultural contexts and social situations to shape meanings
- participation in the diversity of Australian cultures and contribution to their enrichment.

3. General objectives

These are reproduced unchanged from the syllabus.

A school wishing to ensure that its English work program is meeting the needs of students who have English as a second language could evaluate its existing work program by considering the following questions which target the various general objectives. What is revealed upon consideration of these questions could contribute to what is raised or intended in the other sections of the work program.

- Have opportunities been provided for all students to engage with understandings of language (for example through the identification of gaps in student knowledge and control of textual features, or of choices that can be made about genre and register)?
- In what ways are the general objectives taught and developed across the two years, so that the needs of ESL students can be met? How are these identified within units of work?
- How are students assisted to control language across discourse, genre, register and textual features?
- How are students assisted to gain knowledge and understanding of cultural references and assumptions, and cultural contexts as they arise in texts, learning experiences and assessment tasks?
- How are students given opportunities to engage in critical reflection on the ways language is used?
- How are students taught explicitly about the ways in which texts are organised?

4. Course organisation

In this section, schools should make explicit references to allowances that have been made to accommodate the needs of students who have English as a second language. For example, accommodation of cultural, social and individual differences: schools should indicate in their two-year course overview how these accommodations might be made.

Range of text studies

Selection of texts is an ideal opportunity to cater for the individual cultural differences of students. In section 4.4, the section referring to range and balance and the description of categories and suggested number of text types, should be considered together.

In selecting texts, opportunities exist to cater for individual cultural differences in the student population. For example, selecting a range of texts (in original and translation) inclusive of different cultures could provide opportunities for students to demonstrate their knowledge and understanding of how texts are culturally situated. The range of texts so selected may be within a class or cohort, or at developmental stages across the two years of the course.

The reference to a range and balance of texts includes explicit provisions that can be used to accommodate students who have English as a second language, such as the reference to literature in translation, and literature from a variety of cultures. If a text (novel, short story, play or poem) exists in translation, there is no impediment to the teacher reading the text in English, the student reading in his or her own language and then responding in English, provided the student is required to read in English in other (most other) sections of the course.

In addition, spoken and written everyday texts of work, family and community life can include such texts written in the original language of the students who have English as a second language.

Schools can evaluate the choice of resources and texts in their work programs with the following questions:

- Are the resources selected for your course of study appropriate for the needs and interests of particular groups of students, including students who have English as a second language? (These needs and interests include recognition of the cultural, religious and social practices of individual students, for whom some texts may deal with topics or social situations that are confronting or offensive.)
- Is there a sufficient range and balance of resources to support and challenge student needs?
- Do the texts selected increase in complexity and challenge throughout the two-year course, and across Year 12?
- Are students encouraged to take increasing responsibility for selection of texts?

Course organisations that include provisions for students who have English as a second language should indicate the minimum in each category:

- 4 prose texts (out of a range of 4 to 6). Choices may include short stories as well as longer narrative texts, biographies, etc.
- 2 drama texts (out of a range of 2 to 4), either including no Shakespearean choice, or one of the more straightforward examples for which film versions exist (e.g. *Macbeth*)
- 2 multimodal or media texts
- 20 poems (out of a range of 20 to 30), including a range of poetic forms such as lyric, narrative and dramatic, and across cultures and time. Some of the selections could include poems in translation from the original language of the student, or in poetic forms that are familiar to the student.

These are the minimum requirements, but are sufficient to ensure that students meet the mandatory (substantive) aspects of the course.

The course of study should be sufficiently open to allow adjustment from year to year; in any one year it may be necessary to modify some aspects of the course, but not others — e.g. selecting the minimum prose texts, or poetry choices, but not the remaining permissible minimum selections.

5. Learning experiences

Section 5.1 refers to the need for explicit teaching of the structures, conventions and patterns of language, and of how planning takes account of the needs of individuals as well as class groups and their relationships to the variety of social groups and cultural perspectives which are representative of contemporary Australia.

Section 5.2, *Working with language and texts*, offers many suggestions about focused learning activities that can help students to develop knowledge of and gain control of aspects of the three criteria.

Section 5.3 provides advice on developing units of work that are supportive of the learning of all students, including students who have English as a second language.

6. Assessment

Students who have English as a second language may be identified under the provisions of the Board's special consideration policy, *Special Consideration Exemption and Special Arrangements in Senior Secondary School-based Assessment (1994)*. In this statement, students who have English as a second language are clearly identified as "students with special needs" to whom special consideration may apply. See Section 6.4.1 of the syllabus for a summary regarding special consideration.

All students, including students who have English as a second language, are bound by the provisions outlined in the mandatory aspects of the syllabus as outlined in section 6.1. The assessment principles of selective updating and fullest and latest are of significance for students who have English as a second language and should be read in conjunction with the principle regarding mandatory aspects (section 6.1).

The senior English syllabus provides teachers with considerable flexibility in methods of assessment. Variations in the content and type of learning experiences can be made to meet the needs of students who have English as a second language. Similarly, choices among assessment techniques can also be made. For example, Section 6.6 details the mandatory written and spoken categories for verification. Once the mandated categories for each section have been met, schools are free to choose the type of assessment technique for the remaining assessment task/s that best suits student(s) who have English as a second language.

Schools can evaluate instruments of assessment with the following questions:

- Are the assessment tasks selected for your course of study appropriate for the needs and interests of particular groups of students, including students who have English as a second language? These needs and interests include recognition of the cultural, religious and social practices of individual students for whom requirements may deal with topics or social situations that are confronting or offensive (for example, sensitivities surrounding death or the deceased).
- Across the two years, and within each year, is there a sufficient range and balance of assessment instruments to support and challenge the needs of all students, including students who have English as a second language? (Section 6.1 and 6.3)
- Do the assessment tasks increase in complexity and challenge throughout the two-year course, and across Year 12?
- Over time, are students encouraged to participate in task design and in the generation of task-specific criteria and standards, to assist them to increase their understanding of assessment expectations? (Section 4.2)

- Over time, are students encouraged to evaluate their own work and identify ways to improve it? (Section 4.2)

Modifications can be made to the conditions of assessment in senior English. Modifying assessment conditions may involve checking the requirements for the verification folio, and choosing the minimum permitted number of assessment instruments and types for students who have English as a second language. Modification may **not** involve an alteration of the criteria and standards as described in the syllabus. The section that follows provides more advice in this regard.

Acceptable special arrangements in the subject English may include:

- allowing additional time for assessment tasks, as long as the change in conditions is clearly indicated on the criteria sheet attached to the student script
- allowing additional support in tests and examinations, such as the use of print translation and other print dictionaries
- providing additional scaffolding or explanation on criteria sheets for students who have English as a second language
- modifying task requirements if the specified task may be culturally confronting for individual students (such as the writing of eulogies)
- if a maximum and minimum length of response is indicated, selecting the minimum length for the students who have English as a second language.

Modification of assessment conditions for students who have English as a second language may not involve an alteration of the criteria and standards as described in the syllabus. All variations to assessment conditions should be indicated clearly on individual assessment and criteria sheets.

Section 6.6: Requirements for verification folios

In this section, indications of minimum numbers of tasks are outlined. It is strongly recommended that students who have English as a second language complete 6 tasks by verification, 4 of which are predominantly written, and 2 of which are spoken/signed.

7. Educational equity

The syllabus statement can be expanded to include references to students who have English as a second language as a target group.

9. Work program requirements

The school's work program should make explicit the provisions regarding students who have English as a second language that are built into the course of study.