ENGLISH

ATAR COURSE

Year 12 syllabus

IMPORTANT INFORMATION

This syllabus is effective from December 2016.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

Content

Rationale

The English ATAR course focuses on developing students' analytical, creative, and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their contemporary world, with texts from the past and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses. The English ATAR course is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Aims

All senior secondary English courses aim to develop students':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language.

In addition, the English ATAR course aims to develop students' ability to:

- understand the use of language for communication
- analyse, evaluate and create sustained imaginative, interpretive and persuasive texts in a range of modes
- engage in critical analysis and evaluation.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

Each unit includes:

- a unit description – a short description of the focus of the unit

- learning outcomes – a set of statements describing the learning expected as a result of studying the unit

- unit content – the content to be taught and learned.

Organisation of content

Content descriptions in each unit in the English ATAR course are grouped under an organising framework consisting of:

- texts in contexts

- language and textual analysis

- engaging and responding

- creating texts

- reflecting.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated. Classroom contexts that address particular content descriptions will necessarily draw from more than one of these modes in order to support students' effective learning. To acknowledge these interrelationships, content descriptions incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Texts

Texts for the English ATAR course include literary texts (see glossary definition) and non-literary texts:

- fiction – novels, short stories, fables, fairy tales, plays, poems, song lyrics, films, television programs, comic books, computer games

- non-fiction – biographies, journals, essays, speeches, reference books, news reports, documentaries, photographs, diagrams

- media texts – newspaper articles, magazine articles, editorials, web sites, CD-ROMs, advertisements, documentaries, photographs, television programs, radio programs

- everyday texts – blogs, films, television programs, comic books, computer games, manuals.

Texts will be drawn from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts. Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal.

Texts can be written, spoken (dialogues, speeches, monologues, conversations, radio programs, interviews, lectures), multimodal (picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps) and in print or digital/online (books, CD-ROMs, websites, computer games, social networking sites, email, SMS, apps).

Texts are structured for particular purposes, for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.

Suggested text list

This course has a suggested text list which can be found at http://wace1516.scsa.wa.edu.au/english/ Teachers may substitute comparable works for any of these.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the English ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In the English ATAR course, students apply, extend and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument. Students compare texts and consider them in relation to their contexts and purposes, and they consider how texts are created for specific purposes, contexts and audiences.

Numeracy

Students use numeracy in the English ATAR course when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in non-fiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information, interpret and use quantitative data as evidence in persuasive texts and evaluate the use of statistics in media and other reports.

Information and communication technology capability

There are opportunities in the English ATAR course to engage with information and communication technology (ICT) through digital and multimodal texts. For example, students explore the effects of sound and image as they consider how ideas are communicated in digital texts. They use digital technologies when they access, manage and use information and when creating their own texts. They develop skills in reading, viewing and responding to digital and multimodal texts and analysing the effects of the use of different media on meaning and interpretation.

Critical and creative thinking

Critical and creative thinking is integral to the study of and creation of texts in the English ATAR course. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

Personal and social capability

Students develop personal and social capability in the English ATAR course by enhancing their communication skills, teamwork and capacity to empathise with and appreciate the perspectives of others. Close study of texts assists students to understand different personal and social experiences, perspectives and challenges. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts. The English ATAR course actively assists students in the development of communication skills needed for analysis, research and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

Ethical understanding

In the English ATAR course, ethical understanding is explored through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. They explore and question values, attitudes, perspectives and assumptions in texts, examining how they are presented, their impact on audiences and how they are reflected in their own responses. Through the study of the English ATAR course, students come to appreciate and develop greater empathy for the rights and opinions of others. They develop increasingly advanced communication, research and presentation skills to express viewpoints.

Intercultural understanding

In the English ATAR course, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of contemporary texts, texts from the past and texts from diverse cultures, students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity and values, particularly in the Australian context, and are able to appreciate and empathise with the cultural beliefs, attitudes and values of others. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences

Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the English ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The senior secondary English curriculum values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Through the study of texts, students may be provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal and Torres Strait Islander Peoples and their contribution to Australian society. The suggested text list for the English ATAR course includes a selection of Aboriginal and Torres Strait Islander literature.

Asia and Australia's engagement with Asia

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society and heritage. It is through the study of texts from Asia that a creative and forward-looking Australia can engage with our place in the region. Through story articulated in a range of media, students may be provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and traditional and contemporary cultures. Texts relevant to this priority are included in the suggested text list.

Sustainability

The English ATAR course provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. In this context, teachers are encouraged to select texts and issues for discussion connected with sustainability. Through analysis of media articles, documentaries and digital texts, students may have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

Unit 3

Unit description

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Learning outcomes

By the end of this unit, students:

- understand relationships between texts, audiences, purposes, genres and contexts
- investigate the effects of different conventions and media on responses
- create oral, written and multimodal texts in a range of media and styles.

Unit content

An understanding of the English ATAR Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Compare texts from similar or different genres and contexts by:

- analysing language, structural and stylistic choices
- explaining how each text conforms to or challenges the conventions of particular genres or modes
- analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts.

Compare and contrast distinctive features of genres by:

- analysing the techniques and conventions used in different genres, media and modes
- considering how the conventions of genres can be challenged, manipulated or subverted
- examining how genres and their conventions have changed and been adapted over time.

Analyse and critically appraise how the conventions of texts influence responses, including:

- the ways language patterns can create shades of meaning
- how expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted
- how responses to texts and genres may change over time and in different cultural contexts
- the role of the audience in making meaning.

Create a range of texts:

- transforming and adapting texts for different purposes, contexts and audiences

- making innovative and imaginative use of language features

- using and experimenting with text structures and language features related to specific genres for particular effects

- sustaining analysis and argument

- using appropriate quotation and referencing protocols

- using strategies for planning, drafting, editing and proofreading

- using accurate spelling, punctuation, syntax and metalanguage.

Reflect on their own and others' texts by:

- analysing and evaluating how different texts represent similar ideas in different ways

- explaining how meaning changes when texts are transformed into a different genre or medium

- comparing and evaluating the impact of language conventions used in a variety of texts and genres.

Unit 4

Unit description

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

Learning outcomes

By the end of this unit, students:

- understand how content, structure, voice and perspectives in texts shape responses and interpretations

- examine different interpretations of texts and how these resonate with, or challenge, their own responses

- create oral, written and multimodal texts in a range of forms, media and styles.

Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Investigate and evaluate the relationships between texts and contexts by:

- undertaking close analysis of texts

- examining how each text relates to a particular context or contexts

- comparing the contexts in which texts are created and received.

Evaluate different perspectives, attitudes and values represented in texts by:

- analysing content, purpose and choice of language

- analysing the use of voice and point of view

- exploring other interpretations and aspects of context to develop a considered response.

Evaluate how texts offer perspectives through:

- the selection of mode, medium, genre and type of text

- the ways points of view and values are represented

- the selection of language features that generate empathy or controversy.

Create a range of texts:

- using appropriate language and stylistic features to sustain a personal voice and perspective

- using nuanced language

- synthesising ideas and opinions to develop complex argument

- substantiating and justifying their own responses using textual evidence

- using appropriate quotation and referencing protocols

- using strategies for planning, drafting, editing and proofreading

- using accurate spelling, punctuation, syntax and metalanguage.

Reflect on their own and others' texts by:

- analysing and evaluating how different attitudes and perspectives underpin texts

- questioning the assumptions and values in texts

- identifying omissions, inclusions, emphases and marginalisations

- discussing and evaluating different readings of texts.

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the English ATAR Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
Responding Types of assessment will involve tasks in which students comprehend, engage with, interpret, analyse, compare, contrast, reflect on, appreciate and evaluate a range of texts and text forms for a variety of purposes and audiences. Students can respond in a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts.	35%
Creating Students create sustained imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences. Students can create a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts.	35%
Examination The examination assesses work covered in the unit(s) completed, using questions requiring responses to texts and the creation of texts. The examination is typically conducted at the end of the semester and/or unit and reflects the examination design brief for this syllabus.	30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks

- include a general description of each task

- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task)

- include a speaking/listening assessment at least twice for the pair of units.

In the assessment outline for the pair of units, each assessment type must be included at least twice.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. Student work submitted to demonstrate achievement should only be accepted if the teacher can attest that, to the best of his/her knowledge, all uncited work is the student's own.

Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the English ATAR Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

ATAR course examination

All students enrolled in the English ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the ATAR course examination are prescribed in the examination design brief on the following page.

Refer to the WACE Manual for further information.

Examination design brief – Year 12

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

Permissible items
Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters
Special items: nil

Section	Supporting information
Section One **Comprehending** 30% of the total examination Three questions Suggested working time: 60 minutes	Questions can require the candidate to comprehend and analyse unseen written and visual texts and respond concisely. The stimulus material consists of two or three unseen texts. The texts, which exclude poetry and drama, are written and still images. One or more of the texts can be multimodal. At least one question requires a response to a written text and at least one question requires a response to a visual text. The questions are of equal weighting. Each question requires the candidate to respond in approximately 200–300 words. One question can require comparison between Section One texts.
Section Two **Responding** 40% of the total examination One question from a choice of six Suggested working time: 60 minutes	Questions require the candidate to demonstrate analytical and critical thinking skills in relation to studied texts. The candidate can refer to any text or text type studied. Questions can require the candidate to interpret, analyse, compare, contrast, reflect on and/or evaluate a studied text or texts.
Section Three **Composing** 30% of the total examination One question from a choice of four or five Suggested working time: 60 minutes	Questions require the candidate to demonstrate writing skills by choosing form(s) of writing appropriate to specific audiences, contexts and purposes. The questions require the candidate to create a sustained imaginative, interpretive or persuasive text. Questions are not directly related to texts studied.

Appendix 1 – Grade descriptions Year 12

A		In **responding** to texts, the student	In **creating** texts, the student
	Language, language features, expression and style	Produces articulate, concise and cohesive analysis of the language used, the language features and the stylistic choices in texts.	Controls language and language features for precision, fluency of expression and stylistic effect.
	Mechanics of grammar, spelling and punctuation	Sustains control of the mechanics of grammar, spelling and punctuation.	Sustains control of the mechanics of grammar, spelling and punctuation.
	Purpose, audience, genre	Analyses the relationships between purpose, audience and genre.	Controls the relationships between purpose, audience and genre.
	Structure	Organises analysis, within a coherent structure, that addresses all of the requirements of the task.	Sustains control of an effective structure.
	Context	Applies an understanding of contexts to comprehend, interpret and evaluate texts.	Integrates an understanding of context to engage audiences.
	Comparisons of texts	Makes perceptive comparisons of texts.	
	Supporting evidence	Provides pertinent evidence (by way of quotes and/or examples) to enhance analysis.	

B		In **responding** to texts, the student	In **creating** texts, the student
	Language, language features, expression and style	Produces clearly expressed and logical analysis of the language used and the stylistic choices made in texts.	Uses language and language features for clarity of expression and development of style.
	Mechanics of grammar, spelling and punctuation	Controls most of the mechanics of grammar, spelling and punctuation.	Controls most of the mechanics of grammar, spelling and punctuation.
	Purpose, audience, genre	Analyses the purpose, audience and genre.	Applies a clear understanding of purpose, audience and genre.
	Structure	Organises analysis, within a logical structure, that addresses most of the requirements of the task.	Selects and controls most elements of structure.
	Context	Applies an understanding of contexts to make meaning(s) of texts.	Uses an understanding of context to engage audiences.
	Comparisons of texts	Makes meaningful comparisons of texts.	
	Supporting evidence	Provides relevant evidence (by way of quotes and/or examples) to develop and support analysis.	

		In **responding** to texts, the student	In **creating** texts, the student
C	**Language, language features, expression and style**	Discusses some language features and stylistic choices using some clear expression.	Uses some language and language features appropriate to purpose and style of expression.
	Mechanics of grammar, spelling and punctuation	Controls some of the mechanics of grammar, spelling and punctuation.	Controls some of the mechanics of grammar, spelling and punctuation.
	Purpose, audience, genre	Discusses the purpose, audience and genre.	Uses some understanding of purpose, audience and/or genre.
	Structure	Provides some structure for the response while addressing some of the requirements of the task.	Controls some elements of structure.
	Context	Demonstrates some understanding of contexts.	Uses some understanding of context to engage audiences.
	Comparisons of texts	Makes some relevant comparisons of texts.	
	Supporting evidence	Provides some evidence (by way of quotes and/or examples) to support analysis.	

		In **responding** to texts, the student	In **creating** texts, the student
D	**Language, language features, expression and style**	Identifies a limited range of language features and clarity of expression is limited.	Uses a limited range of language and/or language features and clarity of expression is limited.
	Mechanics of grammar, spelling and punctuation	Demonstrates limited control of the mechanics of grammar, spelling and punctuation.	Demonstrates limited control of the mechanics of grammar, spelling and punctuation.
	Purpose, audience, genre	Identifies the purpose, audience and/or genre.	Demonstrates limited understanding of purpose, audience and/or genre.
	Structure	Presents ideas within a limited structure while addressing a limited number of the requirements of the task.	Provides limited evidence of structure.
	Context	Demonstrates limited understanding of contexts.	Makes limited connection between context and audience.
	Comparisons of texts	Makes limited comparisons of texts.	
	Supporting evidence	Provides limited evidence (by way of quotes and/or examples) to support analysis.	

E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

Aesthetic	A sense of beauty or an appreciation of artistic expression.
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.
Appreciation	The act of discerning quality and value of literary texts
Attitudes	An outlook or a specific feeling about something. Our values underlie our attitudes. Attitudes can be expressed by what we say, do and wear.
Audience	The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience.
Author	The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).
Context	The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.
Convention	An accepted practice that has developed over time and is generally used and understood, for example, the use of specific structural aspects of texts such as in report writing with sections for introduction, background, discussion and recommendations.
Digital technologies	The use of digital resources to effectively find, analyse, create, communicate, and use information in a digital context and incorporates the hardware of mobile phones, cameras, tablets, laptops and computers and the software to power these devices.
Digital texts	Audio, visual or multimodal texts produced through digital or electronic technology, which may be interactive and include animations and hyperlinks. Examples of digital texts include DVDs, websites and e-literature.
Evaluate	Evaluation of an issue or information that includes considering important factors and available evidence in making judgement that can be justified.
Figurative language	Word groups/phrases used in a way that differs from the expected or everyday usage. They are used in a non-literal way for particular effect (for example, simile – 'white as a sheet'; metaphor – 'all the world's a stage'; personification – 'the wind grabbed at my clothes').
Form; forms of texts	The shape and structure of texts. Literary texts, for example, include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts, and non-fiction. (See Texts under Organisation of content.)
Genre	The categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (for example, detective fiction, romance, science fiction, fantasy fiction), form and structure (for example, poetry, novels, biography, short stories).

Hybrid texts	Composite texts resulting from a mixing of elements from different sources or genres (for example, infotainment). Email is an example of a hybrid text, combining the immediacy of talk and the expectation of a reply with the permanence of print.
Ideas	In this course the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.
Idiom	A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, 'I am over the moon', 'on thin ice', 'a fish out of water', 'fed up to the back teeth').
Interpretation	See Reading and Readings.
Issues	Matters of personal or public concern that are in dispute; things which directly or indirectly affect a person or members of a society and are considered to be problems. Many issues are raised in texts and it is for the reader/audience to identify these.
Language features	The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing, camera angles). Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production.
Language patterns	The arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example, the repeated use of verbs at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song). The patterns may alternate (for example, the call and response pattern of some games, or the to and fro of a dialogue). Other patterns may contrast (for example, opposing viewpoints in a discussion, or contrasting patterns of imagery in a poem). The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning.
Literary texts	Literary texts refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes 'literary texts' is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic appeal and potential for enriching students' scope of experience. Literary texts include a broad range of forms, such as novels, poetry, short stories, plays, fiction, non-fiction and multimodal texts.
Media texts	Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English courses can be found in newspapers and magazines and on television, film, radio, computer software and the internet.
Medium	The means or channel of communication such as the spoken word, print, graphics, electronic/digital forms (for example, the medium of television, the medium of newspapers and the medium of radio).

Metalanguage	Language used to discuss language (for example, language used to discuss film or literary study, such as mise-en-scène, symbolism, characterisation, or language used to talk about grammatical terms, such as 'sentence', 'clause', 'conjunction').
Mode	The various processes of communication: listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.
Mood	The atmosphere or feeling in a particular text. For example, a text might create a sombre, reflective, exhilarating or menacing mood or atmosphere depending on the imagery or other language used.
Multimodal text	Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).
Narrative	A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).
Narrative point of view	The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.
Personification	The description of an inanimate object as though it were a person or living thing.
Perspective(s)	A position from which things may be viewed or considered. People may have different perspectives on events or issues due to (for example) their age, gender, social position and beliefs and values. A perspective is more than an opinion; it is a viewpoint informed by one or more contexts. While a pregnant woman, a homeless man and a police officer, for example, view the world from different perspectives, they may still share the same opinion about something. Texts through an embedded ideology can also present a particular perspective
Point of view	(See also Narrative point of view.) The opinion or viewpoint expressed by an individual in a text, for example, an author, a narrator, a character or an implied reader.
Prose	Ordinary language used in speaking or writing, distinguished from poetry by its lack of a marked metrical structure. Many modern genres, such as short stories, novels in fiction, for example, and letters, essays, and other types of non-fiction writing are typically written in prose.
Reading	The process of making meaning of text. This process draws on a repertoire of social, cultural and cognitive resources. Reading occurs in different ways, for different purposes, in a variety of public and domestic settings. Reading is therefore a cultural, economic, ideological, political and psychological act. The term applies to the act of reading print texts or the act of viewing a film or static image.

Readings	Readings are particular interpretations of a text. The classification of readings into alternative, resistant or dominant is quite arbitrary, depending on the ideology held by the reader. **Alternative readings:** readings that focus on the gaps and silences in texts to create meanings that vary from those meanings that seem to be foregrounded by the text. **Dominant reading:** is the reading that seems to be, for the majority of people in society, the natural or normal way to interpret a text. In a society where there are strongly competing discourses (i.e. most societies), the definition of what is a dominant reading depends on the ideology of the person making the decision. **Resistant reading:** a way of reading or making meaning from a text which challenges or questions the assumptions underlying the text. Resistant readings employ a discourse different from the discourse that produces the dominant reading.
Representation	Representation refers to the way people, events, issues or subjects are presented in a text. The term implies that texts are not mirrors of the real world; they are constructions of 'reality'. These constructions are partially shaped through the writer's use of conventions and techniques.
Rhetoric	The language of argument, using persuasive and forceful language.
Rhetorical devices	Language techniques used in argument to persuade audiences (for example, rhetorical questions, repetition, propositions, figurative language).
Short answer response	Well-developed paragraph or paragraphs in Standard Australian English which include supporting detail and typically ranging between 200-300 words depending on time allocation. While not required to conform to the conventions of formal essay writing, short answer responses should be succinct and directly address the question.
Standard Australian English (SAE)	The variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.
Stylistic choices	The selection of stylistic features to achieve a particular effect.
Stylistic features	The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning. Style can distinguish the work of individual authors (for example, Jennings' stories, Lawson's poems), as well as the work of a particular period (for example, Elizabethan drama, nineteenth-century novels), or of a particular genre or type of text (for example, recipes, scientific articles, play-by-play commentary). Examples of stylistic features are narrative viewpoint, structure of stanzas, juxtaposition, nominalisation, alliteration, metaphor and lexical choice.
Synthesise	Combine elements (information/ideas/components) into a coherent whole.
Text structure	The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Examples of text structures in literary texts include sonnets, monologues and hypertext.

Theme	An idea, concern or argument developed in a text; a recurring element (for example, the subject of a text may be love, and its theme could be how love involves sacrifice). A work may have more than one theme.
Tone	Tone describes the way the 'voice' is delivered. For example, the tone of a voice or the tone in a passage of writing could be friendly or angry or persuasive.
Types of texts	Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior courses in the English curriculum, texts are classified as imaginative, interpretive, persuasive or analytical types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.
	Analytical texts
	Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.
	Imaginative texts
	Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books, and multimodal texts such as film.
	Interpretive texts
	Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction texts. There is a focus on interpretive rather than informative texts in the senior years of schooling.
	Persuasive texts
	Texts whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.
Visual elements	Visual components of a text such as composition, framing, representation of action or reaction, shot size, social distance and camera angle.
Voice/Voices in texts (see also Narrative point of view and Tone)	**Authorial voice**
	In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author; the persona, role or character adopted by an author.
	Narrative voice
	The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.
Voices in texts	As well as an author's voice, texts often contain 'multiple voices'. These are the views, positions, ideas and perspectives of other individuals or groups. It is important to recognise the various voices in a text, how they relate to one another, and how the creator of a text uses these to shape audience response.