



Government of **Western Australia**  
School Curriculum and Standards Authority

# ENGLISH

ATAR COURSE

---

Year 11 syllabus

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

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

## **Copyright**

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

# Content

---

<b>Rationale</b> .....	<b>1</b>
<b>Aims</b> .....	<b>2</b>
<b>Organisation</b> .....	<b>3</b>
Structure of the syllabus .....	3
Organisation of content .....	3
Progression from the Year 7–10 curriculum .....	4
Representation of the general capabilities .....	5
Representation of the cross-curriculum priorities .....	6
<b>Unit 1</b> .....	<b>8</b>
Unit description .....	8
Learning outcomes .....	8
Unit content .....	8
<b>Unit 2</b> .....	<b>10</b>
Unit description .....	10
Learning outcomes .....	10
Unit content .....	10
<b>School-based assessment</b> .....	<b>12</b>
Grading .....	13
<b>Appendix 1 – Grade descriptions Year 11</b> .....	<b>14</b>
<b>Appendix 2 – Glossary</b> .....	<b>16</b>



## 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 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

#### Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

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 <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/english/english2>

Teachers may substitute comparable works for any of these.

## Progression from the Year 7–10 curriculum

This syllabus draws upon, develops and emphasises different knowledge, understandings, skills and processes related to the strands of Language, Literature and Literacy used in the Year 7–10 curriculum. The emphasis differs according to the nature of each English subject. While each English syllabus places a different emphasis on the three strands, each syllabus is expected to advance skills in each of the strands. For example, the English ATAR syllabus retains a balance of each strand, whereas the Literature ATAR syllabus has its primary focus on engagement with, and analysis of, literary texts.



## 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. They pay special attention to the contribution of Aboriginal and Torres Strait Islander Peoples and Asian cultures to literature and other media in Australia.

## 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 1

## Unit description

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts and reflecting on their own learning.

## Learning outcomes

By the end of this unit, students:

- understand the relationships between purpose, context and audience and how these relationships influence texts and their meanings
- investigate how text structures and language features are used to communicate ideas and represent people and events in a range of texts
- create oral, written and multimodal texts appropriate for different audiences, purposes and contexts.

## Unit content

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

### **Investigate the relationships between language, context and meaning by:**

- explaining how texts are created in and for different contexts
- analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage
- evaluating the choice of mode and medium in shaping the response of audiences, including digital texts.

### **Examine the language, structure and features of imaginative, interpretive and persuasive texts, including:**

- explaining the ways language features, text structures and conventions communicate ideas and perspectives
- explaining the ways text structures, language features and stylistic choices are used in different types of texts
- analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts
- evaluating the impact of description and imagery.

**Analyse and evaluate how responses to texts, including students' own responses, are influenced by:**

- purpose, taking into account that a text's purpose is often open to debate
- personal, social and cultural context
- the use of techniques associated with imaginative, interpretive and persuasive texts.

**Create a range of texts:**

- using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts
- drawing on a range of technologies
- combining visual, spoken and written elements where appropriate
- using evidence-based 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 textual evidence to assess the purpose and context of texts
- questioning responses to texts
- investigating the impact and uses of imaginative, interpretive and persuasive texts.

## Unit 2

### Unit description

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive and persuasive elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

### Learning outcomes

By the end of this unit, students:

- understand the ways in which ideas, values and attitudes are represented in texts
- examine the ways texts are constructed to position audiences
- create oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts.

### Unit content

This unit builds on the content covered in Unit 1.

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

#### **Compare texts in a variety of contexts, media and modes by:**

- explaining the relationship between purpose and context
- analysing the style and structure of texts
- evaluating the construction of hybrid texts.

#### **Investigate the representation of ideas, attitudes and voices in texts, including:**

- analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations
- evaluating the effects of rhetorical devices
- analysing the effects of using multimodal and digital features
- analysing how attitude and mood are shaped.

**Analyse and evaluate how and why responses to texts vary through:**

- the impact of language and structural choices on shaping own and others' interpretations
- the ways ideas, attitudes and voices are represented
- the interplay between imaginative, interpretive and persuasive techniques
- analysing changing responses to texts over time and in different cultural contexts.

**Create a range of texts:**

- using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences
- experimenting with text structures, language features and multimodal devices
- developing and sustaining voice, tone and style
- selecting and applying appropriate textual evidence to support arguments
- using strategies for planning, drafting, editing and proofreading
- using accurate spelling, punctuation, syntax and metalanguage
- using appropriate quotation and referencing protocols.

**Reflect on their own and others' texts by:**

- analysing the values and attitudes expressed in texts
- evaluating the effectiveness of texts in representing ideas, attitudes and voices
- critically examining how and why texts position readers and viewers.

## 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 11 syllabus and the weighting for each assessment type.

### Assessment table – Year 11

Type of assessment	Weighting
<p><b>Responding</b></p> <p>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.</p> <p>Students can respond in a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts.</p>	35%–40%
<p><b>Creating</b></p> <p>Students create sustained imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences.</p> <p>Students can create a range of text forms including fiction and non-fiction, media texts, multimodal and digital texts.</p>	35%–40%
<p><b>Examination</b></p> <p>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. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the English ATAR Year 12 syllabus for this course.</p>	20%–30%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

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 once over the year/pair of units (or once for a single unit where only one is being studied).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.



In addition to this advice on the minimum number of assessments, students must complete a speaking/listening assessment once for the pair of units (or once for a single unit where only one is being studied).

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

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 (or for a unit where only one unit is being studied). 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 11 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](http://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.

## Appendix 1 – Grade descriptions Year 11

A		In <b>responding</b> to texts, the student	In <b>creating</b> texts, the student
	<b>Language, language features, expression and style</b>	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.
	<b>Mechanics of grammar, spelling and punctuation</b>	Sustains control of the mechanics of grammar, spelling and punctuation.	Sustains control of the mechanics of grammar, spelling and punctuation.
	<b>Purpose, audience, genre</b>	Analyses the relationships between purpose, audience and genre.	Controls the relationships between purpose, audience and genre.
	<b>Structure</b>	Organises analysis within a coherent structure.	Selects and controls an effective structure.
	<b>Context</b>	Applies an understanding of contexts to comprehend, interpret and evaluate texts.	Integrates an understanding of context to engage audiences.
	<b>Comparisons of texts</b>	Makes perceptive comparisons of texts.	
<b>Supporting evidence</b>	Provides pertinent evidence (by way of quotes and/or examples) to enhance analysis.		

B		In <b>responding</b> to texts, the student	In <b>creating</b> texts, the student
	<b>Language, language features, expression and style</b>	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.
	<b>Mechanics of grammar, spelling and punctuation</b>	Controls most of the mechanics of grammar, spelling and punctuation.	Controls most of the mechanics of grammar, spelling and punctuation.
	<b>Purpose, audience, genre</b>	Analyses the purpose, audience and genre.	Applies a clear understanding of purpose, audience and genre.
	<b>Structure</b>	Organises analysis within a logical structure.	Selects and controls most elements of structure.
	<b>Context</b>	Applies an understanding of contexts to make meaning(s) of texts.	Uses an understanding of context to engage audiences.
	<b>Comparisons of texts</b>	Makes meaningful comparisons of texts.	
<b>Supporting evidence</b>	Provides relevant evidence (by way of quotes and/or examples) to develop and support analysis.		

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

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

<b>E</b>	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. Conventions can be techniques, features or elements that belong to a genre. In order to belong to a particular genre, a text should adhere to, abide by or follow the conventions of that genre.

### **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).

**Metalinguage**

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. Texts can have multiple narrative points of view.

**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. Texts through an embedded ideology can also present a particular perspective or be read from an ideological perspective.

**Prose**

Ordinary language used in speaking or writing, distinguished from poetry by its lack of a marked metrical structure. Short stories, novels, letters and essays 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).

**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 are arranged and how they affect meaning. Examples of stylistic features are lexical choice, syntax, narrative point of view, voice, structure, language patterns and language features, both written and visual. Style can distinguish the work of individuals, for example, Winton's stories, Wright's poems and Luhrmann's films as well as the works of a particular period.

**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, feature articles, documentary, satire and allegory.

**Persuasive texts**

Texts whose primary purpose is to put forward a viewpoint 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**

Voice, in a literary sense, is the distinct personality of a piece of writing. Voice can be created through the use of syntax, punctuation, vocabulary choices, persona and dialogue. Texts often contain 'multiple voices'. These are the views, positions, ideas and perspectives of 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.