

School administrators and Heads of Learning Area – English and teachers of English General Year 11 are requested to note for 2025 the following minor syllabus changes. The syllabus is labelled ‘For teaching from 2025’.

English | General Year 11 | Summary of minor syllabus changes for 2025

The content identified by ~~strikethrough~~ has been deleted from the syllabus and the content identified in *italics* has been revised in the syllabus for teaching from 2025.

Rationale

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes ~~and media~~.

Aims

In addition, the English General course aims to develop students’ ability to:

- understand the ways in which text structures, ~~stylistic features and register~~ *and language features* combine to make meaning and influence responses

Organisation

Structure of the syllabus

Unit 1

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and/or workplace contexts

Unit 2

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes ~~and media~~.

Organisation of content

Texts

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, *podcasts*, 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, *streaming*, *vlogs*, ~~CD-ROMs~~, websites, computer games, social networking sites, email, SMS, apps).

Texts include:

- media texts – newspaper articles, magazine articles, editorials, websites, ~~CD-ROMs~~, advertisements, documentaries, photographs, television programs, radio programs, *podcasts*, *vlogs*, *social media*
- everyday texts – *infographics*, brochures, recipes, instructions, diagrams, timetables, notices, blogs, films, television programs, comic books, computer games, manuals, *presentations*
- workplace texts – *infographics*, reports, minutes, application forms, safety regulations, technical manuals, pamphlets, memos, letters *and emails*, *presentations* and online digital texts.

Unit 1

Unit description

Unit 1 focuses on students comprehending and responding to the ideas and information presented in a *range of texts*. Students:

- consider how ~~organisational features of texts~~ *text structures* help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and/or workplace contexts

Learning outcomes

By the end of this unit, students:

- create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, social, further education, training and/or workplace contexts.

Unit content

Use strategies and skills for comprehending texts, including:

- predicting meaning by interpreting text structures, *and* language features (*written, visual and/or audio*) ~~and aural and visual cues~~

Consider the ways in which texts communicate ideas, attitudes and values, including:

- how ~~social, community and workplace~~ texts are constructed for particular purposes, audiences and contexts
- the ways text structures and ~~written and visual~~ language features (*written, visual and/or audio*) are used to communicate information and *shape audience responses* ~~influence audiences~~
- ~~how written and visual language features shape audience response~~

Use information for specific purposes and contexts by:

- using strategies and tools for collecting and processing information, for example, *graphic* ~~informational~~ organisers.

Create a range of texts by:

- consolidating literacy skills for *future pathways* ~~the workforce or further training~~
- using appropriate language, content and mode for different purposes and audiences in everyday, community, social, further education, training and/or workplace contexts
- using text structures and language features (*written, visual and/or audio*) to communicate ideas and information in a range of *written, spoken and multimodal forms* ~~media and digital technologies~~
- using strategies for planning, ~~recording sources of information and~~ proofreading and *acknowledging sources*.

Communicating and interacting with others by:

- adapting listening behaviours *for different contexts and purposes* ~~to different contexts~~

Unit 2

Unit description

Students:

- examine the connections between purpose and structure ~~and how a text's meaning is influenced by the context in which it is created and received~~
- *examine how a text's meaning is influenced by the context in which it is created and received*
- create texts using persuasive ~~visual and literary~~ techniques *and language features (written, visual and/or audio)* to engage audiences in a range of modes ~~and media~~.

Learning outcomes

By the end of this unit, students:

- examine how the structure and language of texts varies in different modes ~~and media~~

Unit content

Consider the ways in which context, purpose and audience influence meaning, including:

- the ways in which main ideas, values and supporting details are presented in ~~social, community and workplace~~ texts
- the effects of ~~media, types of texts~~ *text types* and text structures on audiences
- the use of language features (*written, visual and/or audio*), ~~such as tone, register and style~~ to influence responses.

Using information for specific purposes and contexts by:

- locating and selecting information from a range of sources, *and acknowledging these sources*

Create a range of texts *by*:

- using persuasive, visual and literary techniques and language features (*written, visual and/or audio*) to engage audiences in a range of modes and media
- selecting text structures, including introductions and conclusions, paragraphs, topic sentences, connectives, and logical sequencing of ideas and events to communicate ideas in written texts

School-based assessment

Assessment table – Year 11

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, <i>everyday and workplace</i> and digital texts.	40–60%
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, <i>everyday and workplace</i> and digital texts.	40–60%

Appendix 1 – Grade descriptions Year 11

A	Creating texts Uses written, visual and multimodal techniques effectively for a variety of purposes, audiences and contexts and provides some sense of voice.
B	Creating texts Often uses written, visual and multimodal techniques effectively for a variety of purposes, audiences and contexts and often provides a sense of voice.
C	Creating texts Sometimes uses written, visual and multimodal techniques effectively for a variety of purposes, audiences and contexts and sometimes provides a sense of voice.