School administrators and Heads of Learning Area – English and teachers of English General Year 12 are requested to note for 2025 the following minor syllabus changes. The syllabus is labelled 'For teaching from 2025'.

English | General Year 12 | 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 4

Unit 4 focuses on ~~community,~~ local *and/*or global issues and ideas presented in texts and on developing students' reasoned responses to them.

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 3

Unit description

Students:

- ~~explore attitudes, text structures and language features to understand a text's meaning and purpose~~ *explore how text structures and language features convey attitudes and meaning*

- examine relationships between context, purpose and audience ~~in different language modes and types of texts,~~ and their impact on meaning

Learning outcomes

By the end of this unit, students:

- examine the ways that perspectives are presented in *a range of* ~~literary, every day and workplace~~ texts

Unit content

Consider how different perspectives and values are presented in texts, including:

- the relationships between context, purpose, and audience in ~~literary, everyday and workplace~~ *a range of* texts

- the use of ~~media, types of texts~~ *text types*, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, *and* choice of colour and font style in websites ~~and use of questioning strategies and tone of voice in interviews~~

Create a range of texts by:

- using personal voice and adopting different viewpoints and/or perspectives to influence audiences ~~in a range of media~~

- selecting text structures~~,~~ *and* language features *(written, visual and/or audio)*~~, and visual techniques~~ to communicate and present ideas and information for different contexts and purposes

Communicating and interacting with others *by*:

- planning and carrying out projects in small groups, sharing tasks and responsibilities, for example, collaborating using *digital tools* ~~email and discussion forums~~

Unit 4

Unit description

Unit 4 focuses on ~~community,~~ local *and/*or global issues and ideas presented in texts and on developing students' reasoned responses to them.

Students:

- analyse the ways in which ~~authors~~ *creators* influence and position audiences

Unit content

Use strategies and skills for comprehending texts, including:

- analysing issues and ideas in texts and explaining perspectives ~~and implications~~

- evaluating the evidence upon which different ~~views~~ *viewpoints* are based

Consider how attitudes and assumptions are presented in texts, including:

- ~~community,~~ local *and/*or global issues in ~~literary, everyday and workplace~~ *a range of* texts

- the use of ~~media, types of texts,~~ *text types,* text structures and language features

Create a range of texts *by*:

- expressing a logical viewpoint about an idea, issue or event in *written, spoken and multimodal forms* ~~a range of media and digital technologies~~

- integrating text structures~~,~~ *and* language features *(written, visual and/or audio)* ~~and visual techniques~~ to engage and persuade audiences~~, for example, creating a multimedia advertising campaign, presenting a slideshow presentation, writing and illustrating a picture book and recording a radio talkback program~~

- using and adapting text structures and language features to communicate ideas ~~in a range of media~~.

Communicating and interacting with others *by*:

School-based assessment

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 respond to a variety of written, spoken, digital and multimodal texts.~~ Students can respond in a range of text forms, including fiction and non-fiction, media texts, multimodal*, everyday and workplace* ~~and digital~~ texts.	40%
Creating Students create 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*, everyday and workplace* ~~and digital~~ texts.	45%
Externally set task A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.	15%