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YOUR  
*light*  
SHINE

ENGLISH

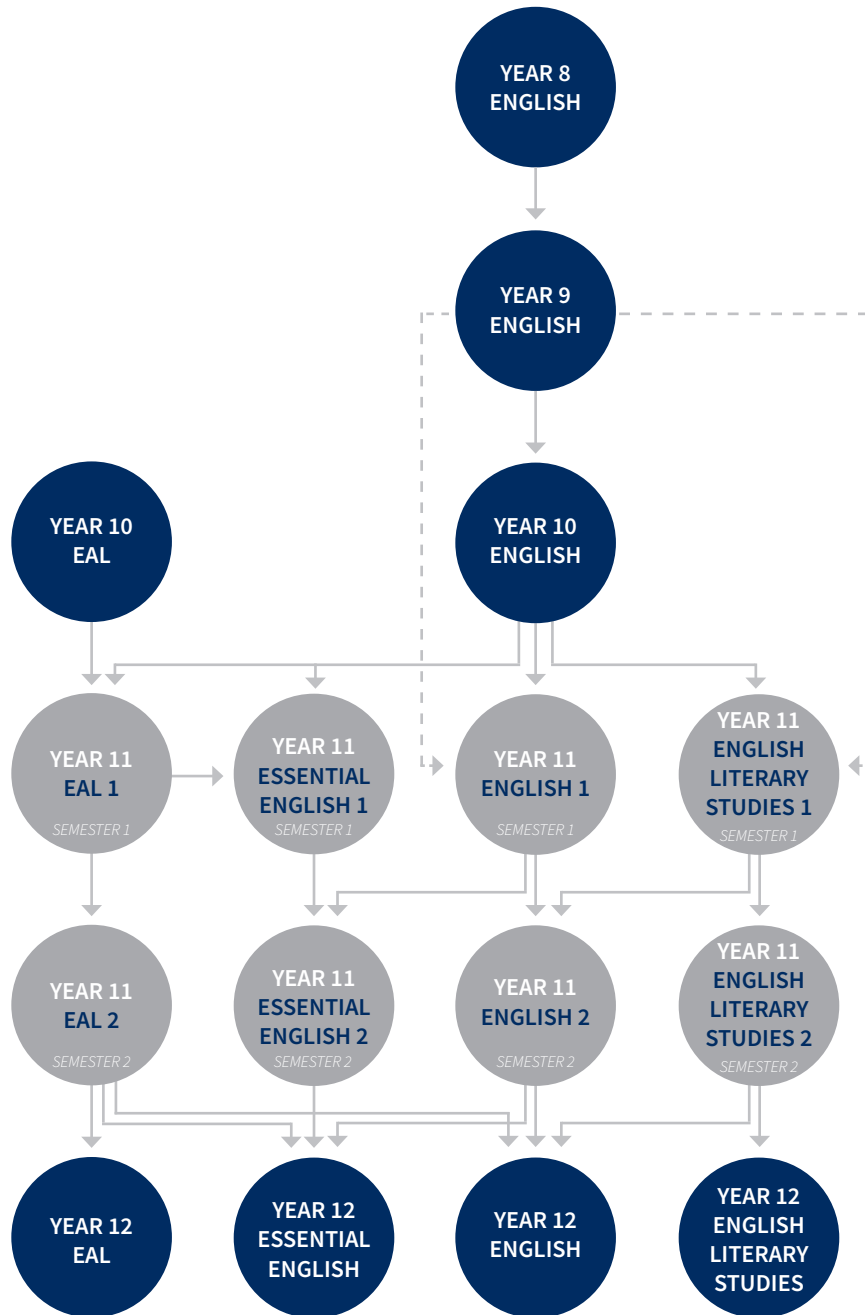


Learning Area Coordinator  
MRS MICKI GREENHAM  
Email: [greed@tenison.catholic.edu.au](mailto:greed@tenison.catholic.edu.au) • Phone: 8725 5455

CONTENT STRANDS: LITERATURE • LITERACY • LANGUAGE

# [ ENGLISH ]

## ENGLISH PATHWAY



# [ ENGLISH ]

*The study of English develops the skills and knowledge necessary for students to use language appropriately for a wide variety of purposes and audiences. Language is a major vehicle of communication and a means by which social connection with other people is established. It is recognised as a key to social, economic, and cultural participation. A person's sense of identity, both individual and collective, in a variety of situations, is shaped and defined by this participation.*

*The English program at Tenison Woods College, in accordance with the Australian Curriculum, encompasses a wide range of learning experiences which develops a variety of skills. The program recognises the importance of focusing on the fundamental skills of literacy as well as the higher order concepts such as analysis and interpretation.*

*English is structured so that knowledge and skills acquired in the Middle School are reinforced and extended through to SACE Stage 2. Each successive year builds upon the content learned in the previous year, and introduces more advanced concepts and techniques.*

*The English curriculum at Tenison Woods College reflects the importance of progression and continuity in learning.*

## ENGLISH

**Year Level:** 10  
**Pathways:** Stage 1 English Literary Studies, Stage 1 English and/or Stage 1 Essential English  
**Prerequisites:** Completion of Year 9 English  
**Length:** 1 year

### Course Description:

Students will deconstruct literary texts; refine their reading and writing skills; exchange ideas and develop their skills of discussion and argument; and foster lifelong habits of reading, writing, speaking and thinking. The course promotes an appreciation of the possibilities for language to express human thought, emotion and experience while also increasing the students' awareness of

the structures of language. Texts studied include poetry, plays, novels, films, short stories and news articles.

### Assessment:

Assessment will consist of four elements:

- Listening and speaking: Formal/informal presentation of speeches, on-going oral discussions in class, including reading reflections written in class;
- Reading and viewing: Poetry analysis, film response, media study, connected text responses. At least one of these will take the form of an essay;
- Writing: Genre based writing including narrative, discursive, poetry, feature article, biography and recount;
- Examination: At the end of Terms 2 & 4 students will be required to complete a piece of prose under supervision.

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

**Year Level:** 10  
**Pathways:** This course aims to prepare students for Stage 1 English as an Additional Language, Stage 1 Essential English  
**Prerequisites:** None  
**Length:** 1 year

### Course Description:

This course develops student knowledge of language, literacy and literature. In this course students will explore language used for interaction and understand the evolving nature of the English language. Students will also discover the power of language and how this can influence inclusive social practice. Students will also learn to discern the impact on audiences of images and film as well as develop their knowledge of vocabulary and spelling.

Students will respond and examine literature to identify, explain and discuss responses to texts. They will also analyse and evaluate text structures and language features of literary texts.

Students will learn how to create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts for a specific purpose and an identified audience as well as create imaginative texts which connect with other texts.

Students will also identify and explore the purposes and effect

of different texts structures and language features as part of their understanding of interacting with others. They will also interpret, analyse and evaluate to form comprehension strategies to compare and contrast information.

### Assessment:

Students create a range of imaginative, informative and persuasive type of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. The three strands, Language, Literacy and Literature will be assessed using the following elements with corresponding content descriptors.

- Listening and speaking: Interaction with others, language for interaction, expressing and developing ideas, literature and context, language variation and change, text structure and organisation, interpreting, analysing, evaluating.
- Reading and viewing: Responding to literature, examining literature, texts in context, interpreting, analysing, evaluating, literature and context.
- Writing: Creating texts, text structure and organisation, creating literature, language for interaction, expressing and developing ideas.

### Additional Information:

EAL students will be assessed using the Australian Literacy Levels to ascertain their English Language level.

# [ ENGLISH ]

## ENGLISH LITERARY STUDIES

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10 per semester  
**Pathways:** Stage 2 English Literary Studies or Stage 2 English  
**Prerequisite:** Successful completion of Year 10 English  
**Length:** 2 semesters

### Course Description:

This course is designed for pre Stage 2 English Literary Studies students and focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical

and convincing arguments, and consider a range of critical interpretations of texts. It examines literary conventions and stylistic features to create meaning and effect.

### Assessment:

Assessment Type 1: Responding to Texts.  
Assessment Type 2: Creating Texts.  
Assessment Type 3: Intertextual Study.

Students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one will be in written form. Each assessment type will have a weighting of at least 20%.

## ENGLISH

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10 per semester  
**Pathway:** Stage 2 English  
**Prerequisites:** Either successful completion of Year 10 English or there exists the opportunity for students to be accelerated to Stage 1 upon the successful completion of Year 9 English. This accelerated progression will be handled on an individual basis.  
**Length:** 2 semesters

### Course Description:

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to

position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

### Assessment:

Assessment Type 1: Responding to Texts.  
Assessment Type 2: Creating Texts.  
Assessment Type 3: Intertextual Study.

Students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one will be in written form. Each assessment type will have a weighting of at least 20%.

## ESSENTIAL ENGLISH

**Year Level:** 11 (Stage 1)  
**SACE Credits:** 10 per semester  
**Pathway:** Stage 2 Essential English  
**Prerequisite:** Successful completion of Year 10 English  
**Length:** 2 semesters

### Course Description:

In Essential English literacy skills are developed through a focus on comprehending and creating written, spoken, visual, and digital texts, and using and modifying language for different purposes in a range of social and cultural contexts, including study, work, and community life. Essential English develops an

awareness of the sociocultural aspects of language in social, community, workplace, and/or imagined contexts.

### Assessment:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type.

At least one assessment should be an oral or multimodal presentation and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

# [ ENGLISH ]

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

**Year Level:** 11 (Stage 1)

**SACE Credits:** 20

**Pathways:** Stage 2 English as an Additional Language or Essential English

**Prerequisite:** Nil

**Special Considerations:** This course is only available to students with English as an additional language who are approved by the SACE Board.

**Length:** 1 year

### Course Description:

Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example a newspaper article, a podcast, a short story, an extract from a prose text, a scene from a film. Students explore the relationship between these structures and features and the context, purpose and audience of texts. Information, ideas and opinions in texts are identified and interpreted. Students develop confidence in creating texts for different

purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

This subject focuses on the following skills and strategies: communication, comprehension, language and text analysis, text creation.

### Assessment:

Assessment in this course includes; assignments, written exercises, essays, individual orals and visual presentations.

There are three types of assessment:

- Assessment Type 1: Responding to texts
- Assessment Type 2: Interactive study
- Assessment Type 3: Language study

### Additional Information:

Special Considerations: Students for whom English is their first language are not eligible to study this course.

## ENGLISH LITERARY STUDIES

**Year Level:** 12 (Stage 2)

**SACE Credits:** 20

**Pathways:** Study of English at a tertiary level

**Prerequisite:** Satisfactory Achievement in Stage 1 English Literary Studies

**Length:** 1 year

### Course Description:

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent

ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Students who complete this subject with a C- grade or better will meet the literacy requirement of the SACE.

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:

School Assessment (70%)

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

External Assessment (30%)

Assessment Type 3: Text Study:

- Comparative text study (15%)
- Critical reading (15%)

Students provide evidence of their learning through nine assessments, including the external assessment component.

# [ ENGLISH ]

## ENGLISH

<b>Year Level:</b>	12 (Stage 2)	<b>SACE Credits:</b> 20
<b>Pathways:</b>	Study of English at a tertiary level	
<b>Prerequisites:</b>	Satisfactory achievement in Stage 1 English or Stage 1 English Literary Studies	
<b>Length:</b>	1 year	

**Course Description:** In Stage 2 English students analyse the inter-relationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects

of texts from the contemporary world, from the past, and from Australian and other cultures. Students who complete this subject with a C- grade or better will meet the literacy requirement of the SACE.

### Assessment:

School Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Comparative Analysis (30%).

Students should provide evidence of their learning through eight assessments, including the external assessment component.

### Students complete:

- Three responses to texts
- Four created texts (one of which is a writer's statement)
- One comparative analysis.

## ESSENTIAL ENGLISH

<b>Year Level:</b>	12 (Stage 2)	<b>SACE Credits:</b> 20
<b>Pathways:</b>	Employment	
<b>Prerequisites:</b>	Satisfactory achievement in Stage 1 Essential English	
<b>Length:</b>	1 year	

### Course Description:

In Stage 2 Essential English students respond to, and create, texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students who complete this subject with a C- grade or better will meet the literacy requirement of the SACE.

### Assessment:

School Based Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Language Report (30%)

Students provide evidence of their learning through seven assessments, including the external assessment component.

### Students complete:

- Three assessments for responding to texts
- Three assessments for creating texts
- One language report.

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

<b>Year Level:</b>	12 (Stage 2)	<b>SACE Credits:</b> 20
<b>Pathways:</b>	This course provides students with English as an Additional Language the written, oral and other communication skills they need to be confident users of English in a tertiary environment.	

**Prerequisites:** Nil **Length:** 1 year

**Special Considerations:** English as an Additional Language in the SACE is designed for students who speak English as a second or additional language or dialect, and whose English language proficiency is restricted.

All students who want to enrol in an English as an Additional Language subject will be required to apply to the SACE Board for eligibility. Students whose eligibility applications are approved for Stage 1 English as an Additional Language do not have to reapply for eligibility to enrol in Stage 2 English as an Additional Language.

The subject focuses on the following skills and strategies: Communication Skills and Strategies; Comprehension Skills and Strategies; Language and Text Analysis Skills and Strategies; Text Creation Skills and Strategies.

### Course Description:

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and text creation. Through studying a variety of oral, written, and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features.

### Evidence of Learning:

School Assessment (70%)

- Assessment Type 1: Academic Literacy Study (30%)
- Assessment Type 2: Responses to Texts (40%)

External Assessment (30%)

- Assessment Type 3: Examination (30%).

Students provide evidence of their learning through seven assessments, including the external assessment component.

### Students complete:

- Two tasks for the academic literacy study (one oral and one written)
- Four tasks for the responses to texts (at least one oral and two written)
- One examination