Senior English

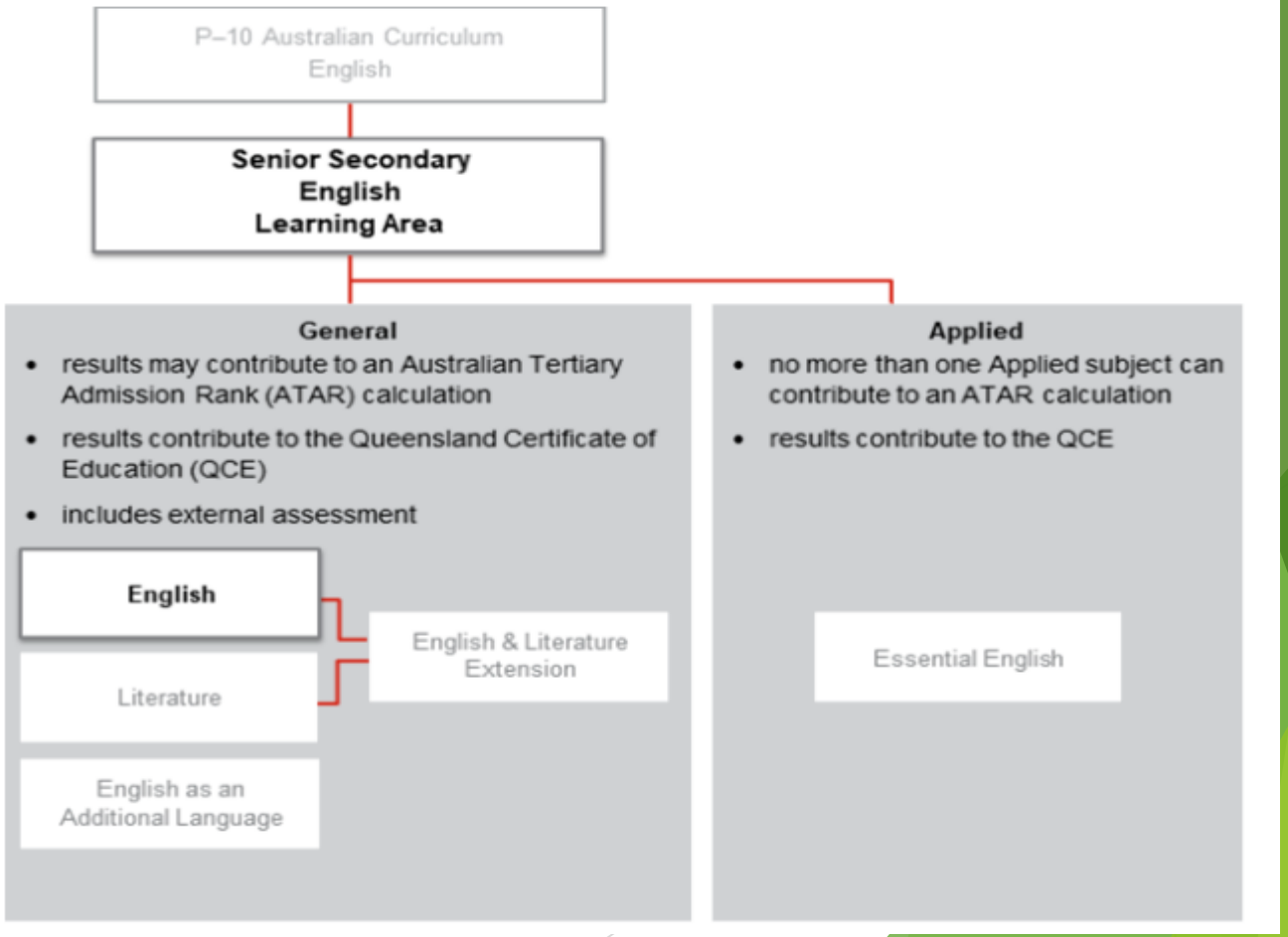
HOD- Mrs Jo CUBA

Outline

- The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language.
- The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied text.

Learning Area Structure

- All learning areas build on the P–10 Australian Curriculum.
- **Figure 1: Learning area structure**

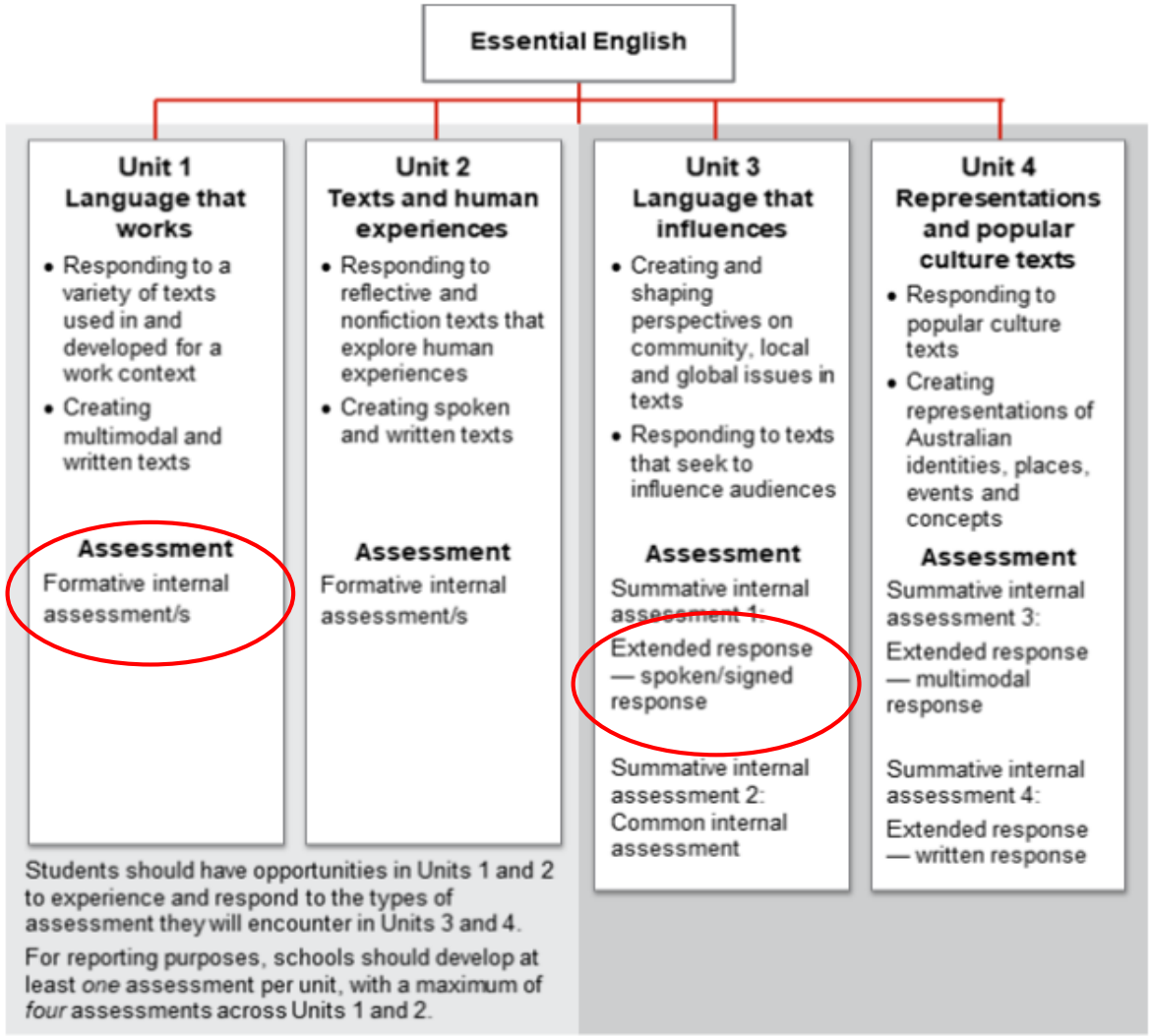


Applied- Essential English

- No more than one applied subject can contribute to an ATAR
- Results do contribute to a QCE

Course Outline

Figure 2: Course structure



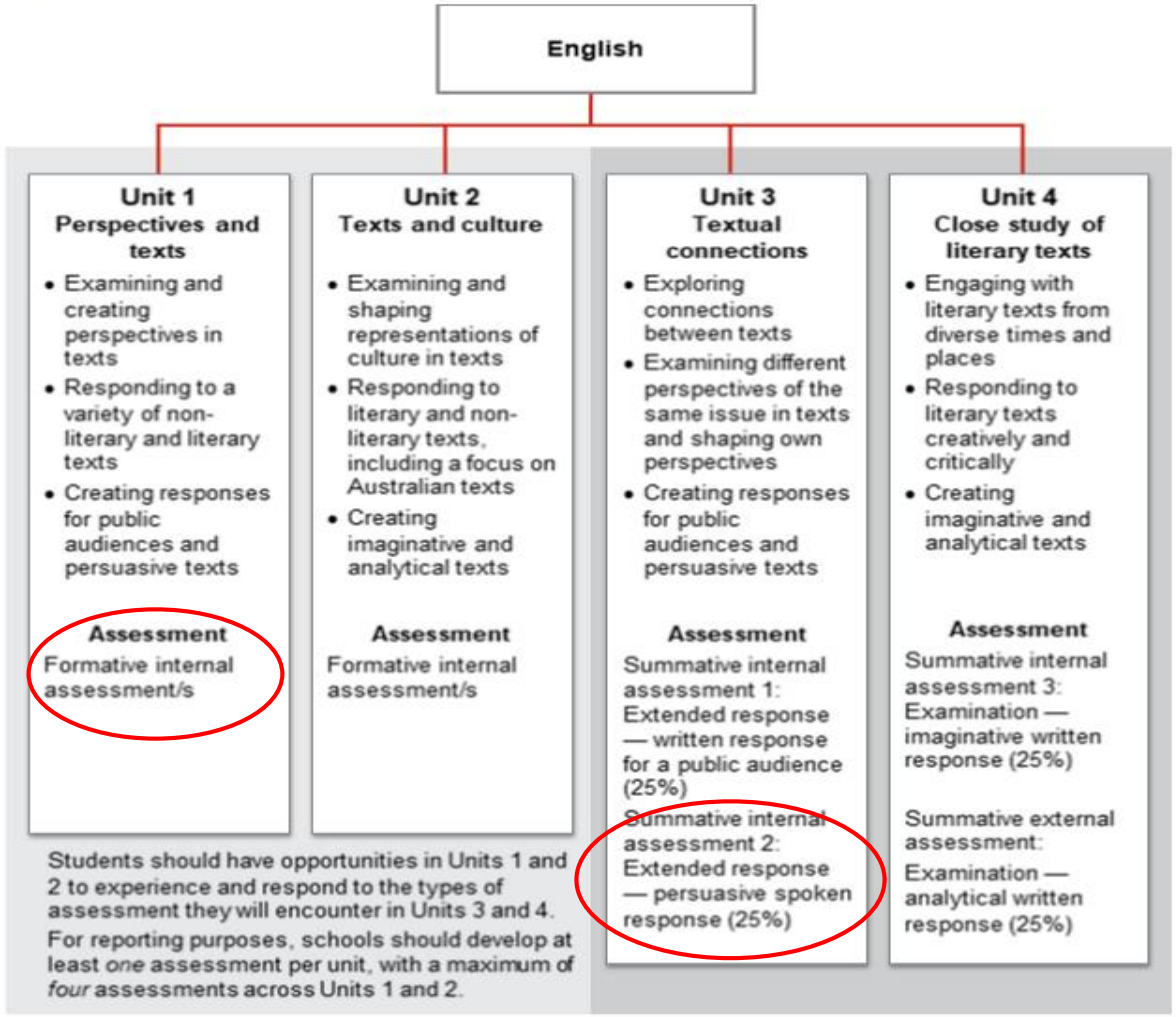
- ❑ Essential English is a course of study consisting of four units.
- ❑ Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to ***Units 3 and 4 as students develop greater independence as learners.***
- ❑ Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter.
- ❑ Units 3 and 4 consolidate student learning.
- ❑ Students who complete this course of study with a grade of C or better will meet the literacy requirement for QCE and should also be able to demonstrate reading, writing and oral communication competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

General- English

- Results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- Results contribute to the Queensland Certificate of Education (QCE)
- Includes External Assessment
- All assessment is equally weighed- 25%
- Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.
- Prerequisite: B or higher in Year 10
- Increase in academic rigour

Course Outline

Figure 2: Course structure



General- EAL English as an Additional Language

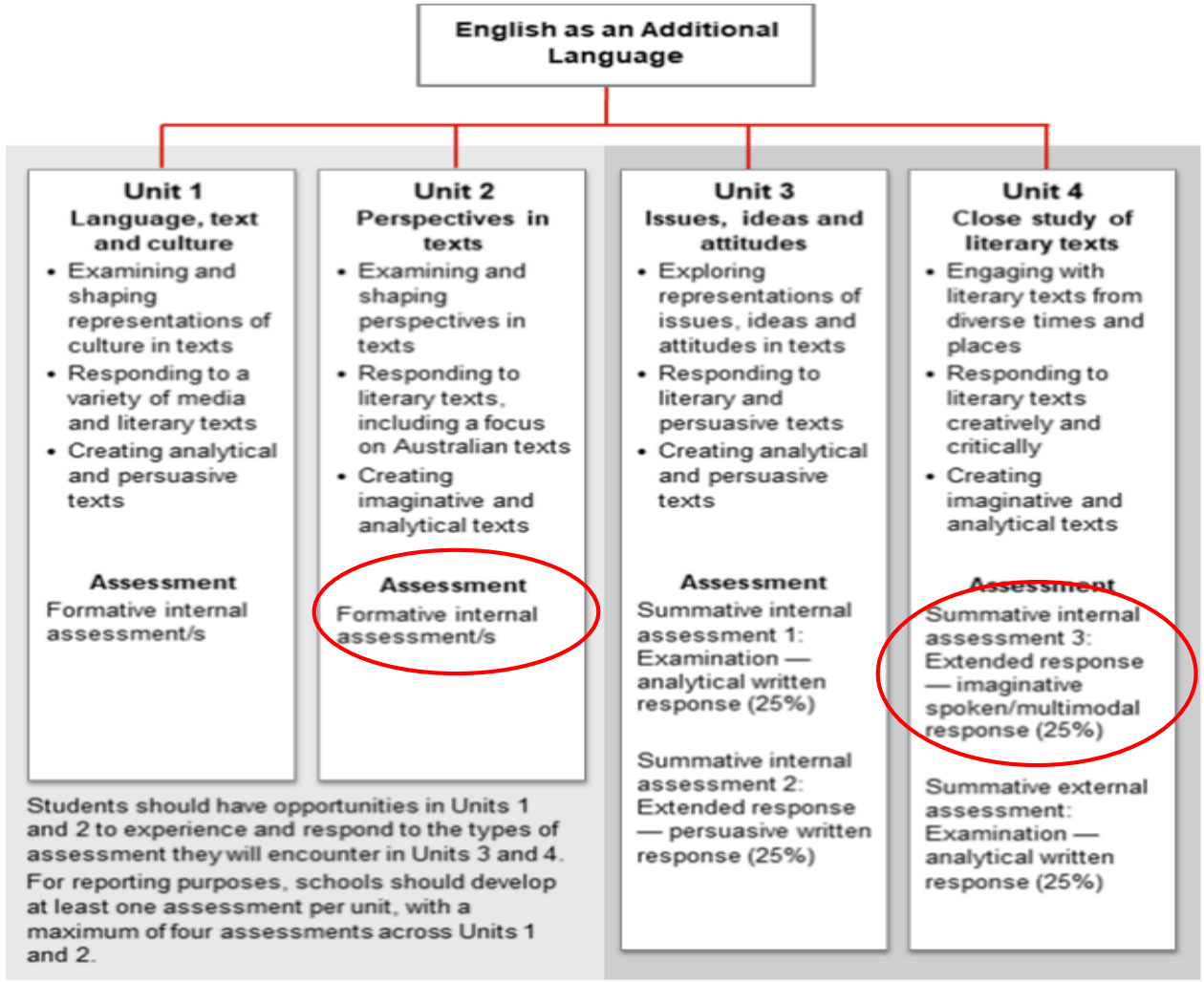
- The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts.

Eligibility Statement:

- English as an Additional Language is designed for students for whom English is not their first or home language. These students include:
- Aboriginal students and Torres Strait Islander students for whom Standard Australian English (SAE) is not the first or home language/dialect
- students who were born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as an additional language
- those who enter senior schooling with:
  - not more than a total of five years of full-time schooling where the medium of instruction is English
  - more than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English
  - varying exposure to English, but who have had disrupted education in one or more countries, including Australia
  - some formal language exposure to English, and significant formal education in another language or languages, before arriving in Australia.
- Schools are best placed to identify and confirm the eligibility of students undertaking this subject.

Course Outline

Figure 2: Course structure



- Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.
- Prerequisite: C or higher in Year 10
- Exactly the same External Exam as those studying General English
- All assessment is equally weighed 25%
- Results may contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- Results contribute to the Queensland Certificate of Education (QCE

General- English & EAL

UNIT 1: TOPIC 1 – TEXTS AND MEDIA *Persuasive speech* The student work has the following characteristics:					
Knowledge Application (3, 4, 5)		**Organisation and Development (1. 2, 6, 7, 8)**		**Textual Features (9, 10, 11)**	
• discerning creation & analysis of perspectives & representations of concepts, identities, times & places in a persuasive text • discerning use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • discerning use of aesthetic features and stylistic devices to achieve persuasive purposes.	**7-8**	• discerning use of the patterns and conventions of a persuasive text, and of the role of the speaker/signer/designer, to achieve a particular purpose • discerning selection and synthesis of subject matter to support perspectives • discerning organisation and sequencing of subject matter to achieve a particular purpose, including discerning use of cohesive devices to emphasise ideas and connect parts of a persuasive text.	**7-8**	• discerning language choices for particular purposes • discerning combination of a range of grammatically accurate/appropriate language structures to achieve particular purposes • discerning use of spoken/signed and nonverbal features (and complementary, if appropriate) to achieve particular purposes ☐ pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence ☐ facial expressions, gestures, proximity, stance, movement ☐ graphics, still and moving images, design elements, music and sound effects (if appropriate)	**8-9**
• effective creation & analysis of perspectives & representations of concepts, identities, times & places in a persuasive text • effective use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • effective use of aesthetic features and stylistic devices to achieve persuasive purposes.	**5-6**	• effective use of the patterns and conventions of a persuasive text, and of the role of the speaker/signer/designer, to achieve a particular purpose • effective selection and synthesis of subject matter to support perspectives • effective organisation and sequencing of subject matter to achieve a particular purpose, including effective use of cohesive devices to emphasise ideas and connect parts of a persuasive text.	**5-6**	• effective language choices for particular purposes • effective use of a range of grammatically accurate/appropriate language structures to achieve particular purposes • effective use of spoken/signed and nonverbal features (and complementary, if appropriate) to achieve particular purposes ☐ pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence ☐ facial expressions, gestures, proximity, stance, movement ☐ graphics, still and moving images, design elements, music and sound effects (if appropriate)	**6-7**
• appropriate creation & analysis of perspectives & representations of concepts, identities, times & places in a persuasive text • appropriate use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • appropriate use of aesthetic features and stylistic devices to achieve persuasive purposes.	**3-4**	• suitable use of the patterns and conventions of a persuasive text, and of the role of the speaker/signer/designer, to achieve a particular purpose • suitable selection and adequate synthesis of subject matter to support perspectives • suitable organisation and sequencing of subject matter to achieve a particular purpose, including suitable use of cohesive devices to emphasise ideas and connect parts of a persuasive text.	**3-4**	• suitable language choices for particular purposes • suitable use of a range of mostly grammatically accurate/appropriate language structures to achieve particular purposes • suitable use of spoken/signed and nonverbal features (and complementary, if appropriate) to achieve particular purposes ☐ pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence ☐ facial expressions, gestures, proximity, stance, movement ☐ graphics, still and moving images, design elements, music and sound effects (if appropriate).	**4-5**
• superficial creation & analysis of perspectives & representations of concepts, identities, times & places in a persuasive text • superficial use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions • use of aspects of aesthetic features and stylistic devices that vary in suitability.	**2**	• inconsistent use of the patterns and conventions of a persuasive text, and of the role of the speaker/signer/designer established • narrow selection of subject matter to support perspectives • disjointed organisation and sequencing of subject matter, with some use of cohesive devices to connect parts of a persuasive text.	**2**	• language choices that vary in suitability • inconsistent use of grammar and language structures • use of spoken/signed and nonverbal features (and complementary, if appropriate) that vary in suitability ☐ pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence ☐ facial expressions, gestures, proximity, stance, movement ☐ graphics, still and moving images, design elements, music and sound effects (if appropriate).	**2-3**
• creation & analysis of fragmented perspectives & representations of concepts, identities, times & places • fragmented use of some ways ideas underpin texts • fragmented use of persuasive language features.	**1**	• fragmented use of the patterns and conventions of a persuasive text, and aspects of the role of the speaker/signer/designer established • fragmented selection of subject matter • some connections between parts of the text.	**1**	• inappropriate language choices • fragmented use of grammar and language structures • inconsistent and inappropriate use of spoken/signed and nonverbal features (and complementary, if appropriate) ☐ pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence ☐ facial expressions, gestures, proximity, stance, movement ☐ graphics, still and moving images, design elements, music and sound effects (if appropriate).	**1**
• does not satisfy any of the descriptors above.	**0**	• does not satisfy any of the descriptors above.	**0**	• does not satisfy any of the descriptors above.	**0**

Overall: **/25**

Drafts in Senior English

- 1 draft permitted as per syllabus conditions
- No drafts viewed by teachers after due date
- Minimal teacher feedback – big change to junior
  - Academic Integrity course