

# English as an Additional Language 2025 v1.2

General senior syllabus

October 2024



© State of Queensland (QCAA) 2024

**Licence:** <https://creativecommons.org/licenses/by/4.0> | **Copyright notice:** [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. |

**Attribution** (include the link): © State of Queensland ([QCAA](http://www.qcaa.qld.edu.au)) 2024 [www.qcaa.qld.edu.au/copyright](http://www.qcaa.qld.edu.au/copyright).

Queensland Curriculum & Assessment Authority  
PO Box 307 Spring Hill QLD 4004 Australia

Phone: (07) 3864 0299

Email: [office@qcaa.qld.edu.au](mailto:office@qcaa.qld.edu.au)

Website: [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)

# Contents

<b>Queensland syllabuses for senior subjects</b>	<b>1</b>
<b>Course overview</b>	<b>2</b>
Rationale .....	2
Syllabus objectives .....	4
Designing a course of study in English as an Additional Language.....	6
Reporting .....	17
<b>Units</b>	<b>20</b>
Unit 1: Language, text and culture .....	20
Unit 2: Perspectives in texts .....	23
Unit 3: Issues, ideas and attitudes .....	26
Unit 4: Close study of literary texts .....	29
<b>Assessment</b>	<b>33</b>
Internal assessment 1: Examination — extended response (25%) .....	33
Internal assessment 2: Persuasive response (25%).....	38
Internal assessment 3: Imaginative response (25%) .....	43
External assessment: Examination — extended response (25%) .....	48
<b>Glossary</b>	<b>49</b>
<b>References</b>	<b>49</b>
<b>Version history</b>	<b>49</b>

# Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects) and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

# Course overview

## Rationale

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. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

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. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts
- development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies
- skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment and appreciation of the English language.

The English as an Additional Language syllabus values and affirms the diversity of languages, interests, background knowledge and abilities that EAL students bring to the classroom. Students for whom this course is intended have the right to learn and succeed within a curriculum that is sensitive to and inclusive of their prior learning and experiences.

This syllabus also recognises the histories of Aboriginal peoples and Torres Strait Islander peoples and the multiple languages they have spoken and continue to speak in Australia. It acknowledges that Aboriginal peoples and Torres Strait Islander peoples communicate in a variety of ways that are deeply embedded in their collective histories and relationships.

## 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.

This syllabus is incompatible with the following English senior syllabuses: English, Literature, English & Literature Extension. Students may study English as an Additional Language in combination with Essential English and/or Short Course in Literacy.

# Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

**1. Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.**

When students use patterns and conventions of genres, they apply knowledge and understanding of them to purposefully construct texts by combining elements to form a coherent whole. In their development of texts, students demonstrate understanding of genres and their features as influenced by cultural contexts and social situations.

**2. Establish and maintain the roles of writer/speaker/designer and relationships with audiences.**

When students establish and maintain the roles of writer/speaker/designer and relationships with audiences, they set up and sustain a purposeful relationship within a specific context to create a rapport with, position, or have a particular influence over, the audience. Students demonstrate their understanding of the relationship between context, audience and purpose of a text by making decisions about language, subject matter, register and mode-appropriate features.

**3. Create and analyse perspectives and representations of concepts, identities, times and places.**

When students create perspectives and representations, they develop points of view and devise textual constructions of concepts, identities, times and places. When students analyse perspectives and representations, they examine in detail how these construct meaning in texts.

**4. Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.**

When students create texts that make use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and shape meaning, they manipulate these to invite audiences to take up positions. When students analyse, they examine in detail the ways cultural assumptions, attitudes, values and beliefs underpin texts and explore how these shape meaning and invite audiences to take up positions.

**5. Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.**

When students use aesthetic features and stylistic devices (the aspects of texts that prompt emotional and critical reactions) to achieve purposes, they apply their knowledge and understanding of these to express a thought, feeling, idea or viewpoint to purposefully invite an audience to respond in a particular way. When students analyse the effects of aesthetic features and stylistic devices in texts, they examine the effects of those features and devices in detail to explore how they shape meaning and invite audiences to respond in particular ways.

**6. Select and synthesise subject matter to support perspectives.**

When students select subject matter, they make purposeful choices about the inclusion of material to support perspectives. When students synthesise, they combine elements to construct coherent texts.

**7. Organise and sequence subject matter to achieve particular purposes.**

When students organise subject matter, they arrange material systematically and purposefully, e.g. by paragraphing. When students sequence subject matter, they place information in a continuous or connected manner to achieve particular purposes.

**8. Use cohesive devices to emphasise ideas and connect parts of texts.**

When students use cohesive devices, they apply mode-appropriate language structures to emphasise and develop ideas, and connect parts of texts.

**9. Make language choices for particular purposes and contexts.**

When students make language choices, they make decisions about the selection of vocabulary that is appropriate to particular purposes and contexts.

**10. Use grammar and language structures for particular purposes.**

When students use grammar, they apply knowledge of morphology and syntax to create and express meaning in texts. When students use language structures, they systematically arrange words, phrases, clauses and sentences to express meaning in texts for particular purposes.

**11. Use mode-appropriate features to achieve particular purposes.**

When students use mode-appropriate features, they select written, spoken, visual, gestural or digital features appropriate to the text type to express meaning in texts for particular purposes.

Mode-appropriate features include:

- written, e.g. conventional spelling and punctuation
- spoken, e.g. pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence
- gestural, e.g. proximity, stance, movement
- complementary, including digital features such as graphics, still and moving images, design elements, music and sound effects.



# Designing a course of study in English as an Additional Language

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

## Course structure

English as an Additional Language is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

## Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

## Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

General senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop three assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the *QCE and QCIA policy and procedures handbook*.

## Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

## Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at [www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives](http://www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives).

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

## Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at [www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills](http://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills).

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

## **Additional subject-specific information**

Additional subject-specific information has been included to support and inform the development of a course of study.

### **Pedagogical and conceptual framework**

Education in the discipline of English offers students ways of thinking about, creating and engaging with texts and how they represent the world and human experience. The framework for the subject's interrelated objectives is informed by an understanding of the relationships between language, text, purpose, context and audience, and how these relationships shape meaning and perspectives. Students engage critically and creatively with a variety of texts, taking into account the ways:

- language and structural choices shape perspectives to achieve particular effects
- ideas, attitudes and perspectives are represented in texts, and the effects of these representations on readers, viewers and listeners
- that meanings in texts are shaped by purpose, cultural contexts and social situations
- texts position readers, viewers and listeners.

All senior secondary English subjects aim to develop students' critical and creative thinking, both independently and collaboratively, and their capacity to understand and contest complex and challenging ideas in order to form their own interpretations and perspectives, and to understand the interpretations and perspectives of others.

### **Understanding texts**

#### **Cultural and social context of language**

Within and across cultures, shared knowledge, values and attitudes are constructed and communicated through language and texts. Across the four units of the course, students must have opportunities to learn how to compose texts that are appropriate to a variety of contexts, focusing on:

- genre
- purpose
- audience
- subject matter.

#### **Language features**

Students use written, spoken, gestural, visual and auditory language elements to comprehend, interpret, analyse and create a variety of written and spoken texts for particular contexts, purposes and audiences. As EAL learners, students studying this subject must have opportunities to learn the language features relevant to the texts they study and create in the course, in particular, vocabulary, grammar and cohesion.

Vocabulary is selected to suit the context, audience and purpose. Students should develop an increasing range of vocabulary suited to the various contexts, purposes and audiences of texts they study in the course.

Grammar refers to syntax, that is, the structure of sentences in the language. Syntax is the way words are organised into phrases, clauses and sentences. Students should learn grammar structures suited to the context, purpose and audience of a variety of texts they study in the course.

Cohesion refers to the connections among parts of a text. Students should learn about cohesive devices that can be used to connect parts of texts according to their context, purpose and audience.

## Key language skills for English as an Additional Language students

The key language skills described in the table below provide a focus for language instruction in any unit at students' point of need and should be taught in context and if relevant. Students should be given opportunities to develop and demonstrate these skills in a variety of contexts. By the time students have completed Unit 4, they should be proficient in these language skills. This table is not an exhaustive list; rather, it is a guide to focus teachers on essential skills that students should develop across Units 1–4.

Language features
<p>Phonological features:</p> <ul style="list-style-type: none"> <li>• pronunciation, stress, rhythm, intonation, pitch, phrasing and pausing for emphasis</li> <li>• fluency and clarity</li> <li>• phonemes and morphemes.</li> </ul>
<p>Gestural language features:</p> <ul style="list-style-type: none"> <li>• using culturally appropriate gestures and behaviours.</li> </ul>
<p>Orthographic competence:</p> <ul style="list-style-type: none"> <li>• using punctuation as required</li> <li>• spelling subject-specific vocabulary correctly</li> <li>• using subject-specific abbreviations, signs and symbols</li> <li>• understanding common logographic signs</li> <li>• distinguishing and using print, cursive and diverse fonts.</li> </ul>
<p>Lexical competence:</p> <ul style="list-style-type: none"> <li>• gradually increasing a word bank of vocabulary in SAE, for example subject-specific vocabulary</li> <li>• understanding denotation and connotation, and developing an understanding of the connotation of particular lexical items</li> <li>• understanding and using metalanguage correctly</li> <li>• using discourse markers, for example, for showing cause and effect</li> <li>• understanding and using collocations, idiomatic expressions and colloquialisms</li> <li>• using synonyms and antonyms as required</li> <li>• using lexical chains to achieve cohesion</li> <li>• choosing vocabulary appropriate to purpose and audience</li> <li>• using descriptive, rhetorical and persuasive language</li> <li>• understanding and using formulaic and fixed expressions and collocations</li> <li>• understanding proverbs</li> <li>• understanding word order within clauses and sentences.</li> </ul>

## Language features

### Grammatical competence:

- clause and sentence structure
- questioning (including rhetorical questioning)
- types of verbs, nouns, adjectives, adverbs, pronouns, articles, prepositions and affixes
- verb structures and tenses
- modality
- voice (active, passive)
- clause type (declarative, interrogative, imperative and exclamative)
- nominalisation
- additive, comparative, temporal and consequential conjunctions
- use of correct subject-verb agreement
- negative questioning
- direct and indirect speech
- use of reference items to achieve cohesion.

### Semantic competence:

- listening for specific content
- understanding and using words appropriate to the different semantic fields of SAE
- identifying shifts in meaning according to syntax
- identifying inferred meanings in texts
- identifying ambiguous or inappropriate communication
- using appraisal to express engagement, attitude and gradation
- distinguishing between fact and opinion.

### Sociolinguistic competence:

- questioning for clarification as needed
- negotiating meaning
- understanding how language is used to persuade
- experimenting with the register of texts (tone, language, audience)
- initiating, sustaining and ending conversations in casual and formal contexts
- identifying the organisation of thoughts and ideas within SAE texts (rhetorical patterns).

### Sociocultural understanding:

- identifying register variations between familiar, semi-formal and some formal contexts
- recognising some common cultural references
- recognising some irony and how humour is created
- using culturally accepted politeness conventions in listening, speaking and written protocols
- recognising cultural variations in acceptance of novice and expert knowledge
- understanding cultural differences in eye contact and personal space
- identifying cultural variations in symbolism, classification and gender behaviours.

## Text selection

Teachers must give students opportunities to engage with a wide range of texts to encourage their development as language learners and users. Students are encouraged to read widely across the course.

There must be a range and balance in the texts that students read, listen to and view. Courses should include texts from different times, places and cultures, including texts that aim to develop in all students an awareness of, interest in, and respect for the literary traditions and expressions of other nations in the Asia–Pacific region. Australian texts including texts by Aboriginal writers and/or Torres Strait Islander writers must be included across the course of study and within each unit pair of the course. Schools may also include texts translated from other languages.

The classification of texts as ‘literary’ changes over time and across cultural contexts, and texts considered non-literary in some contexts are considered literary in other contexts. For this reason, the term ‘literary’ as used in this English as an Additional Languages syllabus refers to a way of reading texts rather than a set of qualities in a text that exist independently of how a text is read. The practice of reading a text as a literary text involves a focus on:

- the use of aesthetic features in a text — to read a text as literary is to focus on the aesthetic dimensions of language used in the text. An appreciation of literary texts involves analysing how authors and creators of texts have manipulated aesthetic features of language to construct meaning and to create particular emotional and critical effects in readers and viewers
- the text’s capacity to engage readers or viewers in critical reflection — to read a text as literary is to focus on how the text positions and encourages readers to engage in critical reflection. When a text is read as literature, it invokes a wide range of critical responses and allows for a wide range of creative interpretations. In the subject English as an Additional, students engage in considering how literary texts present representations and perspectives, and how they reflect, reinforce or challenge particular cultural assumptions, attitudes, values and beliefs in a range of different contexts.

## Units 1 and 2

In Units 1 and 2, text selection is a school-based decision and should reflect the interests and needs of students. Across Units 1 and 2, students must study at least three texts. The selection must include two of the following four categories:

- one complete play
- one complete prose text (novel or non-fiction or a collection of short stories)
- a selection of poetry (at least five poems)
- a multimodal text (film, documentary, multimedia, television program).

Other types of texts that students could study include:

- essays
- interpretations of literary texts
- speeches
- mass media texts and social media texts, such as news and current affairs, advertising, YouTube, social commentary, blogs, vlogs, podcasts
- popular culture texts
- journal and feature articles
- everyday texts of work, family and community life
- live performances
- graphic novels and digital stories.

Unit 2 includes a focus on Australian texts.

### **Units 3 and 4**

Across Units 3 and 4, students must study at least four texts from the current prescribed text list. The selection must include three of the following four categories:

- one complete play
- one complete prose text (novel or non-fiction or a collection of short stories)
- a selection of poetry (at least five poems)
- a multimodal text (film, television program, documentary).

Other types of texts that students could study include:

- essays
- interpretations of literary texts
- speeches
- mass media texts and social media texts, such as news and current affairs, advertising, YouTube, social commentary, blogs, vlogs, podcasts
- popular culture texts
- journal and feature articles
- live performances
- graphic novels and digital stories.

Unit 3 must include a study of media texts.

A text studied in Unit 3 or Unit 4 cannot be studied in Unit 1 or Unit 2 of this syllabus.



## Aesthetic features and stylistic devices

Engaging with aesthetic texts 'allows us to rehearse different ways of seeing the world and different emotional reactions' (Misson & Morgan 2006, p. 136). Such engagement is crucial for developing empathy.

The aesthetic is far more than that which is simply 'beautiful' in a text. It refers to the complex relationship between perception and sensation, and encompasses a wide range of emotional and critical responses to texts.

Aesthetic features and stylistic devices refer to those aspects of texts that prompt emotional and critical reactions. As such, the aesthetic is closely tied to reader/audience positioning. Aesthetic features and stylistic devices may draw upon and interplay with textual features already used for other purposes. These features and devices are interrelated and overlapping, not discrete parts of the aesthetic dimension.

The experience of reading aesthetic texts and the experience of writing them are closely interrelated. The more students engage with the aesthetic dimension of texts, the more they learn to read with their own writing in mind, and write with their reader in mind.

Creators of aesthetic texts, including students as writers, engage in a creative process when crafting texts. This process involves manipulating, refining, and experimenting with language choices and text structures to produce more successful texts.

Style refers to the distinctive ways in which aspects of texts are arranged, the ways particular techniques and forms have been used to create an imaginative reality, and how these arrangements, techniques and forms affect the reading or viewing experience of an audience. Style can distinguish the work of individual writers, the work of a particular period, or works of a particular genre or type of text.

Examples of aesthetic features include:

- poetic devices such as alliteration, assonance, imagery, metaphor, personification, simile, symbolism
- written devices such as imagery, irony, metaphor, motif, personification, representation, symbolism
- spoken devices such as imagery, motif, rhetoric, symbolism
- film devices such as costuming, editing, imagery, motif, photography, screenplay, symbolism
- dramatic devices such as costuming, dialogue, motif, style, symbolism.

Stylistic devices can be any literary device or technique, such as:

- text structures
- juxtaposition, e.g. of two contrasting settings
- approaches to narration
- the use of narrative viewpoint
- approaches to characterisation
- use of figurative devices
- use of rhetorical devices, e.g. repetition
- control of sentence length and form
- literary patterns and variations
- sound devices
- visual devices.

## Analytical essay

The central purpose of an analytical essay in English as an Additional Language is to inform the reader of an interpretation of a literary text. This analysis is written in a formal tone, includes relevant literary terminology and follows appropriate academic conventions. The audience of an analytical essay is an educated reader familiar with the literary text being discussed. Like any genre, there are many valid ways to respond in an analytical essay.

An analytical essay is structured around a thesis, which is a statement of the central argument of an essay. This thesis presents an interpretation of a literary text or texts. It is supported by arguments and substantiated by relevant evidence, in the form of discussion, exploration and examination of a literary text.

As the focus of an analytical essay is an interpretation of a literary text, the majority of supporting evidence is comprised of references to this text.

## Key terminology

Key terms in this syllabus include:

- **attitude:** an internalised way of thinking about a situation, idea, character or social group; a position revealed in a manner towards something or someone
- **audience:** in English as an Additional Language, the recipients of a text; 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
- **belief:** that which is believed; an accepted opinion; a tenet or tenets; something an individual or group of people thinks is true
- **cohesive devices:** features of vocabulary, syntax and grammar that bind different parts of a text together; examples include connectives, ellipses, synonyms; in multimodal texts examples include establishing shots in films and icons for links on webpages
- **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 social environment (context of situation)
- **concept:** in English as an Additional Language, a concept is an idea elaborated within a text; different concepts may be attributed to the same text
- **cultural assumptions:** ideas, beliefs or attitudes about such things as gender, religion, ethnicity, youth, age, disability, sexuality, social class and work that are taken for granted as being part of the fabric of the social practices of a particular culture; cultural assumptions underpin texts and can be used to position audiences
- **genre:** the categories into which texts are grouped; the term has a complex history within literary and linguistic theory and is often used to distinguish texts on the basis of, e.g. their subject matter (detective fiction, romance, science fiction, fantasy fiction) and form and structure (poetry, novels, short stories); genres are not static but change in response to a range of factors, such as social context, purpose and experimentation; some texts are hybridised or multigeneric

- **language features:** linguistic elements that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language; 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
- **mode:** a method of communication chosen as the way to transmit a message; these may be written, spoken, visual or auditory; in combination, these methods form multimodal texts
- **mode-appropriate features:**
  - written, e.g. conventional spelling and punctuation
  - spoken, e.g. pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence
  - gestural, e.g. proximity, stance, movement
  - complementary, including digital features such as graphics, still and moving images, design elements, music and sound effects
- **multimodal:** uses a combination of at least two modes (e.g. spoken, written or gestural) delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
- **patterns and conventions:** a genre's distinguishing structures, features and patterns that relate to context, purpose and audience
- **perspective:** in English as an Additional Language, the way a reader/viewer is positioned by a text, or how a particular ideology is embedded in a text, e.g. a feminist perspective; a point of view or way of regarding/thinking about situations, facts and texts
- **positioning:** how texts influence responders to read in certain ways; responders are positioned or invited to construct particular meanings in relation to the characters, the arguments, or the groups in a text; a selection of techniques of composition influencing the responder to adopt a particular point of view and interpret a text in a particular way; composers position responders by selectively using detail or argument, by carefully shaping focus and emphasis and by choosing language and other textual features that promote a particular interpretation and reaction
- **register:** the use of language and detail in a text appropriate for its purpose, audience and context; a register suited to one kind of text may be inappropriate in another; the composer makes deliberate choices when constructing a text in relation to the language, subject matter, the role and relationship with the audience, e.g. the degree of formality or informality for a particular purpose or in a particular social situation
- **representation:** textual constructions that give shape to ways of thinking about or acting in the world; texts re-present concepts, identities, times and places, underpinned by the cultural assumptions, attitudes, beliefs, values or world view of the writer, shaper, speaker/signer, designer (and of the reader, viewer, listener)
- **springboard for a response:** to use a perspective, representation, aspect or element within a text (e.g. attitude, belief, character, concept, cultural assumption, idea, identity, value in a film/novel/poem) in creating another text
- **values:** characteristics, qualities, philosophical and emotional stances, e.g. moral principles or standards, often shared with others in a cultural group; attributions of worth

# Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

## Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

<b>A</b>
<p>The student, in responding to and creating texts, demonstrates discerning application of knowledge of the relationships between text, context, audience and purpose through analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use of aesthetic features and stylistic devices to achieve particular effects.</p> <p>The student demonstrates discerning organisation and development of texts for purpose, audience and context through use of genres and the role of writer/speaker/designer to achieve consistently controlled relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.</p> <p>The student demonstrates discerning use of textual features for purpose, audience and context through combination of a range of grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.</p>
<b>B</b>
<p>The student, in responding to and creating texts, demonstrates effective application of knowledge of the relationships between text, context, audience and purpose through analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use of aesthetic features and stylistic devices to achieve particular effects.</p> <p>The student demonstrates effective organisation and development of texts for purpose, audience and context through use of genres and the role of writer/speaker/designer to achieve control over relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.</p> <p>The student demonstrates effective use of textual features for purpose, audience and context through combination of a range of grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.</p>

**C**

The student, in responding to and creating texts, demonstrates suitable application of knowledge of the relationships between text, context, audience and purpose through analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates suitable organisation and development of texts for purpose, audience and context through use of genres and the role of writer/speaker/designer to establish and maintain relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates suitable use of textual features for purpose, audience and context through combination of a range of mostly grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

**D**

The student, in responding to and creating texts, demonstrates a superficial application of knowledge of the relationships between text, context, audience and purpose through analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and some use of ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and some use of aesthetic features and stylistic devices.

The student demonstrates inconsistency in organisation and development of texts for purpose, audience and context through use of genres and the role of writer/speaker/designer to establish relationships with audiences in a variety of cultural contexts and social situations; selection of subject matter and organisation and sequencing of subject matter to support perspectives, including some use of mode-appropriate cohesive devices to connect parts of texts.

The student demonstrates inconsistency in the use of textual features for purpose, audience and context through grammar, language structures and language choices, including some aesthetic and stylistic, and use of mode-appropriate features.

**E**

The student, in responding to and creating texts, demonstrates fragmented application of knowledge of the relationships between text, context, audience and purpose through identification and creation of perspectives and representations of concepts, identities, times and places in texts; and identification of the ways attitudes, values and beliefs underpin texts.

The student demonstrates fragmented organisation and development of texts for purpose, audience and context through use of genres and the role of writer/speaker/designer; selection and sequencing of subject matter; and some connections between parts of texts.

The student demonstrates fragmented use of textual features through grammar, language structures and language choices, and mode-appropriate features.

## Determining and reporting results

### Unit 1 and Unit 2

Schools make judgments on individual assessment instruments using a method determined by the school. They may use the reporting standards or develop an instrument-specific marking guide (ISMG). Marks are not required for determining a unit result for reporting to the QCAA.

The unit assessment program comprises the assessment instrument/s designed by the school to allow the students to demonstrate the unit objectives. The unit judgment of A–E is made using reporting standards.

Schools report student results for Unit 1 and Unit 2 to the QCAA as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

### Units 3 and 4

Schools mark each of the three internal assessment instruments implemented in Units 3 and 4 using ISMGs.

Schools report a provisional mark by criterion to the QCAA for each internal assessment.

Once confirmed by the QCAA, these results will be combined with the result of the external assessment developed and marked by the QCAA.

The QCAA uses these results to determine each student's subject result as a mark out of 100 and as an A–E.

# Units

## Unit 1: Language, text and culture

In Unit 1, students respond to and create texts that show how language and culture are interrelated and expressed in a range of socio-cultural contexts. A variety of written and spoken literary and non-literary texts including a focus on media texts will be used to develop an understanding of and ability to use text structures and language features across a range of contexts including academic learning. Students respond to and create analytical, persuasive and academic text types for a range of purposes and audiences.

### Unit objectives

1. Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
2. Establish and maintain roles of the writer/speaker/designer and relationships with audiences.
3. Create and/or analyse perspectives and representations of concepts, identities, times and places in a range of texts.
4. Make use of, in their own texts, the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions, and/or analyse these ways in texts created by others.
5. Use stylistic devices and aesthetic features to achieve purposes and/or analyse their effects in texts.
6. Select and synthesise subject matter to support perspectives.
7. Organise and sequence subject matter to achieve particular purposes.
8. Use cohesive devices to emphasise ideas and connect parts of texts.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes in written, spoken and/or multimodal texts.
11. Use mode-appropriate features to achieve particular purposes.

## Subject matter

### Understanding texts

- Read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning.
- Explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations.
- Investigate the relationships between language, text, purpose, audience and contexts.
- Consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts.

### Language and textual analysis

- Analyse the form and content of texts from structural and visual elements and contextual information.
- Distinguish between fact and opinion, main ideas and supporting details presented in texts with a media focus.
- Understand common cultural references and implied meaning in texts.
- Analyse how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity.
- Analyse perspectives and representations of concepts, identities and groups in a variety of texts, for example by exploring how representations of individuals are shaped and constructed in media texts.
- Explore how texts invite readers/viewers to take up positions, for example by analysing how media texts use editing, music, visuals, juxtaposition, etc. to invite audiences to support the perspectives offered.
- Explore how different cultural assumptions, values, attitudes and beliefs underpin texts.
- Examine the ways generic patterns, text structures and conventions communicate perspectives and representations.
- Identify and consider the use of aesthetic features and their effects in texts.
- Analyse how language choices are used for different purposes and contexts.
- Question the assumptions and values in texts, for example, assumptions made about gender in media texts.
- Identify omissions, inclusions, emphases and marginalisation in texts.



## Responding to and creating texts

- Analyse examples of texts to be produced, e.g. imaginative, persuasive and analytical texts for a specified audience.
- Participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts.
- Use active listening and viewing strategies and work collaboratively with others.
- Describe linguistic and structural features of a range of text types, including literary and non-literary texts.
- Describe how different purposes and contexts influence language choices and meaning.
- Explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings.
- Use generic structures and conventions of specific text types, including imaginative, analytical and persuasive.
- Describe similarities and differences between texts.
- Use metalanguage to discuss texts and their composition.
- Explain the visual features of texts and interpret graphic representations of data.
- Use common language features, for example, subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms.
- Use cohesive devices at sentence, paragraph and whole text level.
- Use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers to collect and collate information, quoting and referencing appropriately.
- Use appropriate structure, content, style and tone for different purposes and audiences in a range of contexts.
- Use strategies for planning, editing and refining including monitoring and correcting spelling, grammar and punctuation.
- Reflect on and respond to feedback.

## Unit 2: Perspectives in texts

In Unit 2, students respond to and analyse perspectives represented in Australian texts and how cultural assumptions, values, attitudes and beliefs underpin these texts. These texts may include texts by Aboriginal writers or Torres Strait Islander writers. Students create texts for a range of audiences and contexts. In responding to and analysing texts, students develop their understanding of how relationships between language, text, purpose, context and audience shape meaning and cultural perspectives. This unit builds on students' capacity to examine how texts work as they respond to and create imaginative and analytical texts for a range of purposes and audiences.

### Unit objectives

1. Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
2. Establish and maintain roles of the writer/speaker/designer and relationships with audiences.
3. Create and/or analyse perspectives and representations of concepts, identities, times and places through an exploration of a variety of texts.
4. Make use of, in their own texts, the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions, and/or analyse these ways in texts created by others.
5. Use stylistic devices and aesthetic features to achieve purposes and/or analyse their effects in texts.
6. Select and synthesise subject matter to support perspectives.
7. Organise and sequence subject matter to achieve particular purposes.
8. Use cohesive devices to emphasise ideas and connect parts of texts.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes in written, spoken and/or multimodal texts.
11. Use mode-appropriate features to achieve particular purposes.

## Subject matter

### Understanding texts

- Read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning.
- Explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations.
- Investigate the relationships between language, text, purpose, audience and contexts.
- Consider how patterns and conventions of genres, such as text structures, language features and stylistic choices, are used in different types of texts.

### Language and textual analysis

- Explain ideas, issues and arguments presented in literary and non-literary texts.
- Describe and explain characters, settings, plots and sub-plots, themes and narrative point/s of view in literary texts, including Australian texts.
- Understand common cultural references and implied meaning in texts.
- Analyse how language reflects cultural constructions of groupings or ideas such as age, gender, race and identity.
- Analyse perspectives and representations of concepts, identities and groups in a variety of texts, for example by exploring how representations of individuals are shaped and constructed in literary and non-literary texts.
- Analyse how point of view shapes audience response.
- Examine the ways generic patterns, language features, text structures and conventions communicate perspectives and representations.
- Identify and consider the use of aesthetic features and their effects in texts.
- Analyse how language choices are used for different purposes and contexts.
- Question the assumptions and values in texts, for example, assumptions made about gender or culture in Australian texts.

## **Responding to and creating texts**

- Analyse examples of texts to be produced, such as persuasive, imaginative and/or analytical texts.
- Participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts.
- Use active listening and viewing strategies and work collaboratively with others.
- Describe linguistic and structural features in Australian texts, including literary and non-literary texts.
- Describe how different purposes and contexts influence language choices and meaning.
- Explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings.
- Use generic structure and conventions of specific text types including analytical and imaginative.
- Use metalanguage to express personal and critical responses to texts.
- Use different types of texts and a range of digital, multimodal and print-based technologies to present ideas and opinions for different purposes and audiences in response to literary and non-literary texts.

## Unit 3: Issues, ideas and attitudes

In Unit 3, students build on and consolidate their capacity to examine how texts work as they analyse and respond to representations of contemporary social issues, ideas and attitudes in a range of literary and non-literary texts, including media texts. Students investigate, explore and analyse how meaning and perspectives are shaped by the relationships between language, purpose, text, contexts and audiences. This unit focuses on providing opportunities for students to respond to and analyse a literary text, and to examine and create persuasive texts for particular purposes and audiences.

### Unit objectives

1. Use patterns and conventions of analytical and persuasive genres to achieve particular purposes in cultural contexts and social situations.
2. Establish and maintain roles of the writer/speaker/designer and relationships with a range of audiences.
3. Create and analyse perspectives and representations of concepts, identities, times and places in a range of contexts.
4. Make use of, in their own texts, the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions, and analyse these ways in texts created by others.
5. Use aesthetic features and stylistic devices to achieve particular purposes and analyse their effects in a range of texts.
6. Select and synthesise subject matter to support perspectives in persuasive and analytical texts.
7. Organise and sequence subject matter to persuade and analyse.
8. Use cohesive devices to emphasise ideas and connect parts of persuasive and analytical texts.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes.
11. Use mode-appropriate features to achieve particular purposes.

## Subject matter

### Understanding texts

- Read, listen to and view a range of texts to explore how the personal, social, historical and cultural contexts in which these texts are produced influence their meaning.
- Explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations.
- Consider how patterns and conventions of genres, such as text structures, language features and stylistic choices are used in different types of texts.

### Language and textual analysis

- Analyse the form and content of texts from structural and visual elements and contextual information.
- Analyse perspectives and representations of concepts, identities and groups in a variety of texts, for example by exploring how representations of individuals are shaped and constructed in media texts.
- Explore how texts invite readers/viewers to take up positions, for example by analysing how media texts (including documentaries) use editing, music, visuals, juxtaposition etc. to invite audiences to support the perspectives offered.
- Explore how different cultural assumptions, values, attitudes and beliefs underpin texts.
- Examine the ways generic patterns, language features, text structures and conventions communicate perspectives and representations.
- Identify and consider the use of aesthetic features and their effects in texts.
- Compare and contrast texts from different cultures and times, and discuss their purposes and effects.
- Analyse how language choices influence audience response.
- Analyse how texts are influenced by other texts and contexts.
- Analyse the effect of persuasive techniques, for example, rhetorical devices.
- Explain the effects of literary and aesthetic features, e.g. figurative language, rhythm and rhyme, and dramatic irony.
- Analyse the relationships among words, images and compositional aspects of texts that have visual elements.
- Analyse how audience response to ideas and issues is manipulated.
- Analyse how language forms and conventions used in different modes and mediums influence audiences.

## Responding to and creating texts

- Analyse examples of analytical and persuasive texts to be produced.
- Participate in teacher-modelled, guided, shared and independent construction of texts in a variety of modes and classroom contexts.
- Use active listening and viewing strategies and work collaboratively with others.
- Describe linguistic and structural features of a range of text types including literary and non-literary texts.
- Describe how different purposes and contexts influence language choices and meaning.
- Explain that meanings in texts are shaped by purpose, cultural context and social situation in a range of settings.
- Use generic structure and conventions of specific text types, including analytical and persuasive.
- Describe similarities and differences between texts.
- Use metalanguage to discuss texts and their composition.
- Explain the visual features of texts and interpret graphic representations of data.
- Use common language features, for example, subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms.
- Use cohesive devices at sentence, paragraph and whole text level.
- Use research skills and strategies, for example, note taking, summaries, paraphrasing and graphic organisers, to collect and collate information, quoting and referencing appropriately.
- Use appropriate structure, content, style and tone for different purposes and audiences in a range of contexts.
- Use strategies for planning, editing and refining, including monitoring and correcting spelling, grammar and punctuation.
- Reflect on and respond to feedback.
- Select and sustain register and tone to suit different purposes, contexts and audiences.

## Unit 4: Close study of literary texts

In Unit 4, students explore representations of the world and human experience by engaging with literary texts from diverse times and places. Students are given opportunities to explore how these texts build a shared understanding of human experience, and to examine how representations of social, moral and ethical issues position readers and viewers. Issues of contemporary social, moral and ethical relevance may include gender, power, race, religion, age, and class. This unit includes the close study of a literary text to allow students to explore further the ways in which language choices shape meaning and influence audiences. Students use their language skills to create imaginative and analytical responses to literary texts.

### Unit objectives

1. Use patterns and conventions of imaginative and analytical genres to achieve particular purposes in cultural contexts and social situations.
2. Establish and maintain roles of the writer/speaker/designer and relationships with audiences.
3. Create perspectives and representations of concepts, identities, times and places in their own imaginative texts, and analyse these in texts created by others.
4. Make use of, in their own imaginative texts, the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions, and analyse these ways in texts created by others.
5. Use aesthetic features and stylistic devices to achieve purposes in imaginative and analyse their effects in literary texts.
6. Select and synthesise subject matter to support perspectives in imaginative and analytical texts.
7. Organise and sequence subject matter to achieve imaginative and analytical purposes.
8. Use cohesive devices to emphasise ideas and connect parts of texts.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes.
11. Use mode-appropriate features to achieve particular purposes.



## Subject matter

### Topic 1: Creative responses to literary texts

By engaging with literary texts, students experiment with innovative and imaginative use of language, style and textual elements in order to create their own imaginative texts that promote emotional and critical reactions in readers. In creative responses, students challenge ideas and conventions and reimagine perspectives by applying their own knowledge of literary text structures and styles to shape their own representations. Literary texts appropriate to the focus of this topic include short stories, poetry, a novel, multimodal texts, such as film, documentary or television programs.

#### Understanding texts

- Read, listen to and view literary texts to explore how the personal, social, historical, and cultural contexts in which these texts are produced influence their meaning.
- Explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations.
- Consider how patterns and conventions of genres, such as text structures, language features and stylistic choices are used in different types of texts.
- Analyse the form and content of texts from structural and visual elements and contextual information.

#### Language and textual analysis

- Analyse perspectives and representations of concepts, identities and groups in a variety of literary texts to develop a deeper understanding and appreciation of the complexities and nuances of these textual constructions.
- Analyse how different cultural assumptions, values, attitudes and beliefs underpin texts and influence audiences.
- Examine the ways generic patterns, language features, text structures and conventions communicate perspectives.
- Identify and examine the use of aesthetic features and stylistic devices and their effects in texts.
- Explore how meaning changes when texts are transformed into a different genre or medium.
- Analyse how language choices are used for different purposes and contexts in imaginative texts.
- Interrogate the assumptions and values in texts through the identification of omissions, inclusions, emphases, and privileged and marginalised voices and experiment with these to reposition readers in imaginative texts.
- Consider intertextual links between 'classic' texts and their contemporary adaptations to explore how and why they position audiences to respond differently.
- Analyse how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues.
- Analyse how representations of concepts such as knowledge or authority are conveyed.
- Analyse the manipulation of text structures and language features for imaginative purposes.
- Examine various examples of the imaginative text type to be produced.

## Responding to and creating texts

- Test, develop and deepen own interpretations of literary texts through discussion and examination of others' interpretations.
- Apply knowledge of form, content, perspective, grammar and language features to develop personal style in imaginative texts.
- Use text structures, grammar, language features and written features related to literary analysis to express and sustain a point of view.
- Use aesthetic features and stylistic devices in different mediums to examine the various critical and emotional responses they may prompt in audiences of imaginative texts.
- Participate in teacher-modelled, guided, shared and independent construction of imaginative texts in a variety of modes and classroom contexts.
- Develop independence by using strategies for planning, drafting, editing and proofreading to produce appropriately sequenced and coherent texts.
- Reflect on and respond to feedback.

## Topic 2: Critical responses to literary texts

Through a close, critical study of a literary text and various interpretations of it, students strengthen their capacity to develop their own analytical response to it.

Students independently develop and compose original, analytical texts.

### Texts in contexts

- Read, listen to and view a range of literary texts to explore how the personal, social, historical, authorial and cultural contexts in which these texts are produced influence their meaning.
- Investigate the relationships between purpose, audience, language and meaning by exploring how texts create various representations of the world and human experience.
- Explore the ways texts establish and maintain relationships with audiences to achieve particular purposes in cultural contexts and social situations.
- Investigate the role of literature, from various times and places, within cultures and its power to reflect and challenge social and cultural perspectives in relation to the larger issues of gender, age, race, identity, power, class and the environment.
- Investigate the reception of a particular literary text within different cultural and historical contexts to develop understanding of textual integrity and the cultural significance of the text.
- Identify how texts conform to or challenge the conventions of particular genres or modes, such as poetry, plays, film and novels, short story anthologies and drama.
- Consider how the patterns and conventions of genres can be challenged, manipulated and changed over time.

### Language and textual analysis

- Analyse perspectives and representations of concepts, identities, times and places within literary texts to develop a deeper understanding and appreciation of the complexities and nuances of these textual constructions.
- Explore how and why texts invite readers/viewers to take up positions by examining the ways in which texts have been constructed in order to invite particular meanings.

- Analyse how different cultural assumptions, values, attitudes and beliefs underpin texts and influence audiences.
- Examine the ways generic patterns, language features, text structures and conventions communicate perspectives and representations.
- Examine the use of aesthetic features and stylistic devices (e.g. characterisation, plot structure, setting, narrative voice, mood, approaches to narration, imagery, symbolism, motif, figurative language, dialogue, juxtaposition, contrast) and their effects in texts.
- Analyse how language choices are used for different purposes and contexts in of analytical texts.
- Interrogate the assumptions and values in texts through the identification of omissions, inclusions, emphases, and privileged and marginalised voices.

### **Responding to and creating texts**

- Explore how personal responses to texts are shaped by elements of an individual's contexts, e.g. locality, family background, beliefs, experiences, gender, age, psychology, culture.
- Explore and discuss a range of contemporaneous, historical and contemporary interpretations and perspectives of literary texts.
- Test, develop and deepen own interpretations of literary texts through discussion, debate and examination of others' interpretations.
- Develop cogent, insightful analysis and argument, through synthesis of subject matter and integration of textual evidence.
- Use cohesive devices to develop and emphasise ideas and connect parts of texts in the development of a reasoned and logical argument.
- Use text structures, grammar, language features and written features related to literary analysis to express and sustain a point of view.
- Participate in teacher-modelled, guided, shared and independent construction of analytical texts in a variety of modes and classroom contexts.
- Develop editorial independence by using strategies for planning, drafting, editing and proofreading to produce appropriately sequenced and coherent texts.
- Reflect on and respond to feedback.

# Assessment

## Internal assessment 1: Examination — extended response (25%)

Students focus on the analysis, interpretation and examination of representations in issues, ideas and attitudes in two different texts. One of the studied texts must be from the prescribed text list (available on the QCAA website).

### Assessment objectives

1. Use patterns and conventions of the analytical genre to achieve particular purposes in a specific context.
2. Establish and maintain the role of the writer and relationships with readers.
3. Analyse perspectives and representations of concepts, identities, times and/or places in two different texts.
4. Analyse the ways cultural assumptions, attitudes, values and/or beliefs underpin different texts and invite audiences to take up positions.
5. Analyse the effects of stylistic devices and/or aesthetic features in two different texts.
6. Select and synthesise subject matter to support perspectives in a written response.
7. Organise and sequence subject matter to achieve particular purposes.
8. Use cohesive devices to emphasise ideas and connect parts of a written response.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes.
11. Use written features to achieve particular purposes.

### Specifications

The teacher provides an examination that asks students to:

- respond to one extended response question/task
- sustain analysis and synthesis to fully answer a question or task
- produce an analytical written text such as an essay, commentary, criticism or review.

## Conditions

- This is an individual supervised task.
- Time allowed
  - Planning time: 15 minutes
  - Working time: 120 minutes
- The teacher may administer the examination over two sessions and within five consecutive school days. Teachers must collect all student work at the end of each session and return it at the beginning of the next supervised session.
- Teachers must provide the task to students one week prior to the examination.
- Teachers must not
  - provide advice, guidance or feedback
  - allow access to the prescribed text in the examination.
- Students may bring 100 words of quotations from the studied text/s into the examination. The quotations must be signed by the teacher.

## Mark allocation

Criterion	Assessment objectives	Marks
Knowledge application	3, 4, 5	9
Organisation and development	1, 2, 6, 7, 8	9
Textual features	9, 10, 11	7
Total marks:		25

## Instrument-specific marking guide (IA1)

Knowledge application	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning analysis of perspectives and representations of concepts, identities, times and/or places in two different texts</li> <li>discerning analysis of the ways cultural assumptions, attitudes, values and/or beliefs underpin the texts and invite audiences to take up positions</li> <li>discerning analysis of the effects of aesthetic features and/or stylistic devices in two different texts</li> </ul>	8–9
<ul style="list-style-type: none"> <li>effective analysis of perspectives and representations of concepts, identities, times and/or places in two different texts</li> <li>effective analysis of the ways cultural assumptions, attitudes, values and/or beliefs underpin the texts and invite audiences to take up positions</li> <li>effective analysis of the effects of aesthetic features and/or stylistic devices in different two texts</li> </ul>	6–7
<ul style="list-style-type: none"> <li>adequate analysis of perspectives and representations of concepts, identities, times and/or places in two different texts</li> <li>adequate analysis of the ways cultural assumptions, attitudes, values and/or beliefs underpin the texts and invite audiences to take up positions</li> <li>adequate analysis of the effects of aesthetic features and/or stylistic devices in two different texts</li> </ul>	5
<ul style="list-style-type: none"> <li>superficial analysis of perspectives and representations of concepts, identities, times and/or places in the texts</li> <li>superficial analysis of the ways cultural assumptions, attitudes, values and/or beliefs underpin the texts</li> <li>identification of aesthetic features and/or stylistic devices and some effects</li> </ul>	3–4
<ul style="list-style-type: none"> <li>identification of some perspectives and representations of concepts, identities, times and/or places in the texts</li> <li>identification of some cultural assumptions, attitudes, values and/or beliefs underpin the texts</li> <li>identification of some aesthetic features and/or stylistic devices.</li> </ul>	1–2
The student response does not match any of the descriptors above.	0

Organisation and development	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning use of the patterns and conventions of the analytical genre and the role of the writer to analyse the texts</li> <li>discerning selection and synthesis of subject matter to support perspectives</li> <li>discerning organisation and sequencing of subject matter, including the discerning use of cohesive devices to emphasise ideas and connect parts of the analytical text</li> </ul>	8–9
<ul style="list-style-type: none"> <li>effective use of the patterns and conventions of the analytical genre and the role of the writer to analyse the texts</li> <li>effective selection and synthesis of subject matter to support perspectives</li> <li>effective organisation and sequencing of subject matter, including the effective use of cohesive devices to emphasise ideas and connect parts of the analytical text</li> </ul>	6–7
<ul style="list-style-type: none"> <li>suitable use of the patterns and conventions of the analytical genre and the role of the writer to analyse the texts</li> <li>suitable selection and adequate synthesis of subject matter to support perspectives</li> <li>suitable organisation and sequencing of subject matter, including the suitable use of cohesive devices to emphasise ideas and connect parts of the analytical text, including paragraphing</li> </ul>	5
<ul style="list-style-type: none"> <li>inconsistent use of the patterns and conventions of the analytical genre to write a response, and of the role of the writer</li> <li>narrow selection of subject matter to support ideas</li> <li>disjointed organisation and sequencing of subject matter, and some use of cohesive devices to connect parts of the text, including paragraphing</li> </ul>	3–4
<ul style="list-style-type: none"> <li>fragmented use of the patterns and conventions of the analytical genre,</li> <li>fragmented selection of subject matter</li> <li>some connections between parts of the text.</li> </ul>	1–2
The student response does not match any of the descriptors above.	0

Textual features	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning language choices for particular purposes in a specific context</li> <li>discerning combination of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</li> <li>discerning use of written features, including punctuation and conventional spelling, to achieve particular purposes</li> </ul>	6–7
<ul style="list-style-type: none"> <li>effective language choices for particular purposes in a specific context</li> <li>effective use of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</li> <li>effective use of written features, including punctuation and conventional spelling, to achieve particular purposes</li> </ul>	4–5
<ul style="list-style-type: none"> <li>suitable language choices for particular purposes in a specific context</li> <li>suitable use of a range of mostly grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</li> <li>suitable use of written features, including punctuation and conventional spelling, to achieve purposes</li> </ul>	3
<ul style="list-style-type: none"> <li>inconsistent language choices</li> <li>inconsistent use of grammar and language structures</li> <li>use of written features, including punctuation and conventional spelling, that vary in suitability</li> </ul>	2
<ul style="list-style-type: none"> <li>inappropriate language choices</li> <li>fragmented use of grammar and language structures</li> <li>fragmented use of written features, including spelling and punctuation.</li> </ul>	1
The student response does not match any of the descriptors above.	0



## Internal assessment 2: Persuasive response (25%)

Students focus on the creation of a perspective through reasoned argument to persuade an audience. This is an open-ended written task in which students respond to representations of a contemporary social issue in the media. There is no prescribed text list for this assessment instrument. While students may undertake some research in the production of the extended response, it is not the focus of this technique.

### Assessment objectives

1. Use patterns and conventions of a persuasive genre to achieve particular purposes in a specific context.
2. Establish and maintain the role of the writer and relationships with audiences.
3. Create perspectives and representations of concepts, identities, times and/or places in an imaginative text.
4. Make use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions.
5. Use stylistic devices and/or aesthetic features to achieve purposes.
6. Select and synthesise subject matter to support perspectives.
7. Organise and sequence subject matter to achieve particular purposes.
8. Use cohesive devices to emphasise ideas and connect parts of an imaginative text.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes.
11. Use written features, including conventional spelling and punctuation, to achieve particular purposes.

### Specifications

This task requires students to:

- choose a contemporary issue (or a perspective about a social issue) that has appeared in the media. Issues of contemporary social relevance may be drawn from broader topics, e.g. gender, power, race, religion, age, class and sustainability
- create a contention or thesis in relation to the chosen issue
- develop an argument that reflects a particular perspective and makes use of the ways cultural assumptions, attitudes, values and beliefs underpin perspectives and representations
- employ rhetorical and persuasive strategies to position an audience to accept the perspective
- produce a persuasive written text, e.g. a script for a persuasive speech or vlog script, a persuasive journalistic response such as an editorial, op-ed or column or a persuasive written response such as a letter to the editor, letter of advocacy, a blog entry.

## Conditions

- Students receive 4 weeks notification of task.
- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students must have open access to resources.

## Response requirements

Written: up to 1200 words

## Mark allocation

Criterion	Assessment objectives	Marks
Knowledge application	3, 4, 5	8
Organisation and development	1, 2, 6, 7, 8	8
Textual features	9, 10, 11	9
Total marks:		25

## Instrument-specific marking guide (IA2)

Knowledge application	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning creation of perspectives and representations of concepts, identities, times and/or places in a persuasive text</li> <li>discerning use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>discerning use of aesthetic features and/or stylistic devices to achieve persuasive purposes</li> </ul>	7–8
<ul style="list-style-type: none"> <li>effective creation of perspectives and representations of concepts, identities, times and/or places in a persuasive text</li> <li>effective use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>effective use of aesthetic features and/or stylistic devices to achieve persuasive purposes</li> </ul>	5–6
<ul style="list-style-type: none"> <li>appropriate creation of perspectives and representations of concepts, identities, times and/or places in a persuasive text</li> <li>appropriate use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>appropriate use of aesthetic features and/or stylistic devices to achieve persuasive purposes</li> </ul>	4
<ul style="list-style-type: none"> <li>superficial creation of perspectives and representations of concepts, identities, times and/or places</li> <li>superficial use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>use of aspects of aesthetic features and/or stylistic devices that vary in suitability</li> </ul>	2–3
<ul style="list-style-type: none"> <li>creation of fragmented perspectives and representations of concepts, identities, times and/or places</li> <li>fragmented use of some ways ideas underpin texts</li> <li>fragmented use of persuasive language features.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Organisation and development	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning use of the patterns and conventions of a persuasive text and of the role of the writer to achieve a particular purpose</li> <li>discerning selection and synthesis of subject matter to support perspectives</li> <li>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</li> </ul>	7–8
<ul style="list-style-type: none"> <li>effective use of the patterns and conventions of a persuasive text and of the role of the writer to achieve a particular purpose</li> <li>effective selection and synthesis of subject matter to support perspectives</li> <li>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</li> </ul>	5–6
<ul style="list-style-type: none"> <li>suitable use of the patterns and conventions of a persuasive text and of the role of the writer to achieve a particular purpose</li> <li>suitable selection and adequate synthesis of subject matter to support perspectives</li> <li>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</li> </ul>	4
<ul style="list-style-type: none"> <li>inconsistent use of the patterns and conventions of a persuasive text and of the role of the writer</li> <li>narrow selection of subject matter to support perspectives</li> <li>disjointed organisation and sequencing of subject matter, with some use of cohesive devices to connect parts of a persuasive text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>fragmented use of the patterns and conventions of a persuasive text</li> <li>fragmented selection of subject matter</li> <li>some connections between parts of a text.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Textual features	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning language choices for particular purposes in a specific context</li> <li>discerning combination of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</li> <li>discerning use of written features, including conventional spelling and punctuation, to achieve particular purposes</li> </ul>	8–9
<ul style="list-style-type: none"> <li>effective language choices for particular purposes in a specific context</li> <li>effective use of a range of grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</li> <li>effective use of written features, including conventional spelling and punctuation, to achieve particular purposes</li> </ul>	6–7
<ul style="list-style-type: none"> <li>suitable language choices for particular purposes in a specific context</li> <li>suitable use of a range of mostly grammatically accurate/appropriate language structures, including clauses and sentences, to achieve particular purposes</li> <li>suitable use of written features, including conventional spelling and punctuation, to achieve purposes</li> </ul>	5
<ul style="list-style-type: none"> <li>inconsistent language choices</li> <li>inconsistent use of grammar and language structures</li> <li>use of written features, including conventional spelling and punctuation, that vary in suitability</li> </ul>	3–4
<ul style="list-style-type: none"> <li>inappropriate language choices</li> <li>fragmented use of grammar and language structures</li> <li>fragmented use of written features, including spelling and punctuation.</li> </ul>	1–2
The student response does not match any of the descriptors above.	0

## Internal assessment 3: Imaginative response (25%)

Students produce an imaginative spoken/multimodal response that uses a literary text from the prescribed text list as a springboard.

### Assessment objectives

1. Use patterns and conventions of an imaginative genre to achieve particular purposes in a specific context.
2. Establish and maintain the role of speaker/designer and relationships with readers.
3. Create perspectives and representations of concepts, identities, times and/or places in an imaginative text.
4. Make use of the ways cultural assumptions, attitudes, values and/or beliefs underpin a literary text and invite audiences to take up positions.
5. Use aesthetic features and/or stylistic devices.
6. Select and synthesise subject matter to support perspectives.
7. Organise and sequence subject matter to achieve particular purposes.
8. Use cohesive devices to emphasise ideas and connect parts of an imaginative text.
9. Make language choices for particular purposes and contexts.
10. Use grammar and language structures for particular purposes.
11. Use mode-appropriate features to achieve particular purposes.

### Specifications

This task requires students to:

- use a literary text from the prescribed text list (available on the QCAA website) as a springboard for an imaginative spoken/multimodal response, e.g. a dramatic monologue, vlog, podcast, social media reel, digital narrative or eulogy
- respond to an event, situation or scene in the text studied in class that fills a gap or offers a new insight into the character or their aspects of the text
- choose a particular purpose, such as to engage, to move, to express, to challenge, to subvert, to reflect for a specified audience and context
- produce an imaginative spoken/multimodal response, in a form other than poetry.

### Conditions

- Students receive 4 weeks notification of task.
- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students must have open access to resources.

## Response requirements

One of the following:

- Spoken (live or recorded): up to 8 minutes, or signed equivalent
- Multimodal (at least two modes, one spoken, delivered at the same time): up to 9 minutes

## Mark allocation

Criterion	Assessment objectives	Marks
Knowledge application	3, 4, 5	8
Organisation and development	1, 2, 6, 7, 8	8
Textual features	9, 10, 11	9
Total marks:		25

## Instrument-specific marking guide (IA3)

Knowledge application	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• subtle and complex creation of perspectives and representations of concepts, identities, times and/or places</li> <li>• discerning use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>• discerning use of aesthetic features and/or stylistic devices to achieve purposes</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• effective creation of perspectives and representations of concepts, identities, times and/or places</li> <li>• effective use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>• effective use of aesthetic features and/or stylistic devices to achieve purposes</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• appropriate creation of perspectives and representations of concepts, identities, times and/or places</li> <li>• appropriate use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>• appropriate use of aesthetic features and/or stylistic devices to achieve purposes</li> </ul>	4
<ul style="list-style-type: none"> <li>• superficial creation of perspectives and representations of concepts, identities, times and/or places</li> <li>• superficial use of the ways cultural assumptions, attitudes, values and/or beliefs underpin texts and invite audiences to take up positions</li> <li>• use of aspects of aesthetic features and/or stylistic devices that vary in suitability</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• creation of fragmented perspectives and representations of concepts, identities, times and/or places</li> <li>• fragmented use of some ways ideas underpin texts</li> <li>• fragmented use of language features.</li> </ul>	1
The student response does not match any of the descriptors above.	0



Organisation and development	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning use of the patterns and conventions of an imaginative text, and of the role of the speaker/designer to achieve a particular purpose and relationships with audiences</li> <li>discerning selection and synthesis of subject matter to support perspectives</li> <li>discerning organisation and sequencing of subject matter to achieve particular purposes, including discerning use of cohesive devices to emphasise ideas and connect parts of an imaginative text</li> </ul>	7–8
<ul style="list-style-type: none"> <li>effective use of the patterns and conventions of an imaginative text, and of the role of the speaker/designer, to achieve a particular purpose and relationships with audiences</li> <li>effective selection and synthesis of subject matter to support perspectives</li> <li>effective organisation and sequencing of subject matter to achieve particular purposes, including effective use of cohesive devices to emphasise ideas and connect parts of an imaginative text</li> </ul>	5–6
<ul style="list-style-type: none"> <li>suitable use of the patterns and conventions of an imaginative text, and of the role of the speaker/designer, to achieve a particular purpose and relationships with audiences</li> <li>suitable selection and adequate synthesis of subject matter to support perspectives</li> <li>suitable organisation and sequencing of subject matter to achieve particular purposes, including suitable use of cohesive devices to connect parts of an imaginative text</li> </ul>	4
<ul style="list-style-type: none"> <li>inconsistent use of the patterns and conventions of an imaginative text, and of the role of the speaker/designer established</li> <li>narrow selection of subject matter to support perspectives</li> <li>disjointed organisation and sequencing of subject matter, including some use of cohesive devices to connect parts of an imaginative text</li> </ul>	2–3
<ul style="list-style-type: none"> <li>fragmented use of the patterns and conventions of an imaginative text</li> <li>fragmented selection of subject matter</li> <li>some connections between parts of a text.</li> </ul>	1
The student response does not match any of the descriptors above.	0

Textual features	Marks
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>discerning language choices for particular purposes in a specific context</li> <li>discerning combination of a range of grammatically accurate/appropriate language structures to achieve particular purposes</li> <li>discerning use of mode-appropriate features to achieve particular purposes</li> </ul>	8–9
<ul style="list-style-type: none"> <li>effective language choices for particular purposes in a specific context</li> <li>effective use of a range of grammatically accurate/appropriate language structures to achieve particular purposes</li> <li>effective use of mode-appropriate features to achieve particular purposes</li> </ul>	6–7
<ul style="list-style-type: none"> <li>suitable language choices for particular purposes in a specific context</li> <li>suitable use of a range of mostly grammatically accurate/appropriate language structures to achieve particular purposes</li> <li>suitable use of mode-appropriate features to achieve purposes</li> </ul>	5
<ul style="list-style-type: none"> <li>inconsistent language choices</li> <li>inconsistent use of grammar and language structures</li> <li>use of mode-appropriate features that vary in suitability</li> </ul>	3–4
<ul style="list-style-type: none"> <li>inappropriate language choices</li> <li>fragmented use of grammar and language structures</li> <li>fragmented use of mode-appropriate features.</li> </ul>	1–2
The student response does not match any of the descriptors above.	0

# External assessment: Examination — extended response (25%)

External assessment is developed and marked by the QCAA. The external assessment in English as an Additional Language is common to all schools and administered under the same conditions, at the same time, on the same day.

## Assessment objectives

1. Use patterns and conventions of an analytical essay to respond to an unseen question/task.
2. Establish and maintain the role of essay writer and relationships with readers.
3. Analyse perspectives and representations of concepts, identities, times and/or places in a literary text.
4. Analyse the ways cultural assumptions, attitudes, values and/or beliefs underpin a literary text and invite audiences to take up positions.
5. Analyse the effects of aesthetic features and/or stylistic devices in a literary text.
6. Select and synthesise subject matter to support perspectives in an essay response to an unseen question/task.
7. Organise and sequence subject matter to achieve particular purposes.
8. Use cohesive devices to emphasise ideas and connect parts of an essay.
9. Make language choices for particular purposes in an essay.
10. Use grammar and language structures for particular purposes in an essay.
11. Use written features to achieve particular purposes in an essay.

## Specifications

This examination:

- relates to Unit 4
- may ask students to
  - respond to an unseen question related to a literary text from the external assessment section of the prescribed text list (available on the QCAA website)
  - respond using an extended response in the form of an analytical essay for an audience with a deep understanding of the text
  - communicate an informed and critical perspective.

## Conditions

- Mode: written
- Time allowed
  - Planning time: 15 minutes
  - Working time: 120 minutes
- Students must not bring the studied text or notes into the examination.

# Glossary

The syllabus glossary is available at [www.qcaa.qld.edu.au/downloads/senior-qce/common/snr\\_glossary\\_cognitive\\_verbs.pdf](http://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf).

## References

Marzano, RJ & Kendall, JS 2008, *Designing and Assessing Educational Objectives: Applying the new taxonomy*, Corwin Press, Thousand Oaks, California.

———2007, *The New Taxonomy of Educational Objectives*, 2nd edn, Corwin Press, Thousand Oaks, California.

Misson, R & Morgan, W 2006, *Critical Literacy and the Aesthetic: Transforming the English classroom*, National Council of Teachers of English, Illinois.

## Version history

Version	Date of change	Information
1.0	January 2024	Released for familiarisation and planning (with implementation starting in 2025)
1.1	July 2024	Released for implementation with minor updates
1.2	October 2024	ISBN removed and minor updates

