Essential English 2025 v1.0

Applied (Essential) senior syllabus

January 2024

Contents

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 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 Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

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

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts

- skills to choose generic structures, language, language features and technologies to best convey meaning

- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts

- effective use of language to produce texts for a variety of purposes and audiences

- creative and imaginative thinking to explore their own world and the worlds of others

- active and critical interaction with a range of texts, and an awareness of how language positions both them and others

- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers

- enjoyment of contemporary literary and non-literary texts, including digital texts.

Syllabus objectives

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

1. **Use patterns and conventions of genres to suit particular purposes and audiences.**

   When students use patterns and conventions of genres, they construct a range of text types with appropriate structures and layout. In their development of texts, students demonstrate their understanding of genres and their features as influenced by purpose and audience.

2. **Use appropriate roles and relationships with audiences.**

   When students use appropriate roles and relationships, they establish and maintain their role as the writer/speaker/designer of a text and set up and sustain a relationship with the audience within a specific context to suit particular purposes. Students demonstrate their understanding of the relationship between context, audience and purpose of a text by making decisions about language, subject matter, register and language features.

3. **Construct and explain representations of identities, places, events and/or concepts.**

   When students construct representations, they use opinions, ideas, attitudes, values and/or beliefs to create particular identities, places, events and/or concepts.

   When students explain representations, they explore how identities, places, events and/or concepts are constructed in texts and shape meaning.

4. **Make use of and explain opinions and/or ideas in texts, according to purpose.**

   When students create texts, they make use of opinions and/or ideas to influence meaning.

   When students explain opinions and/or ideas in texts, they think carefully about how these influence meaning, and apply their knowledge to explain how texts invite audiences to take up positions.

5. **Explain how language features and text structures shape meaning and invite particular responses.**

   When students explain how language features and text structures shape meaning, they think carefully about the relationship between genre, context, audience and purpose. They then apply their knowledge to explain how language features and text structures shape perspectives and invite audiences to respond to the text in particular ways.

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

   When students select and use subject matter, they make purposeful choices about the inclusion of material to support perspectives, and use ideas and information purposefully, according to genre.

7. **Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.**

   When students sequence subject matter, they place information in a continuous or connected manner to achieve particular purposes and use mode-appropriate cohesive devices to connect parts of texts.

8. **Make language choices according to register informed by purpose, audience and context.**

When students make language choices, they demonstrate their understanding of a range of formal and informal registers. They do this by using and controlling language choices appropriate for the intended purpose, audience, context and text type to express meaning and invite audiences to take up positions, e.g. informal vocabulary in diary entries, formal vocabulary in essays.

9. **Use mode-appropriate language features to achieve particular purposes across modes.**

When students use mode-appropriate language features, they apply their knowledge of grammar and language structures to express meaning in texts for particular purposes, across all modes.

Students also select language features specific to the mode of a text. Language features specific to a mode include:

a. written, e.g. conventional spelling and punctuation, figurative language, sentence structure, literary devices

b. spoken, e.g. pronunciation, phrasing and pausing, audibility and clarity, volume, pace, silence

c. gestural, e.g. facial expressions, proximity, stance, movement

d. complementary, including visual and digital features such as graphics, still and moving images, design elements, music and sound effects.

Designing a course of study in Essential English

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

Essential English is an Applied (Essential) 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.

Applied (Essential) 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.

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.

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. This includes an understanding of how audiences are positioned, and how relationships with specified audiences can be achieved. Students engage critically and creatively with a variety of texts, taking into account the ways that:

- 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

- 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.

The subject matter in Essential English is grouped according to two interrelated areas of study:

- responding to texts

- creating texts.

In Essential English, Units 3 and 4 are organised into two topics. The interrelated areas of study are covered within each topic.

When students respond to texts, they explain how language features and text structures are used to shape a particular representation. They also explain how these elements are being used to position an audience.

When students create texts, they use language features and text structures to shape a particular representation. They also use them to position an audience.

A list of language features and text structures for written and visual stimulus is available via the QCAA Portal.

Text selection

Text selection is a school-based decision that should reflect the interests and needs of students.

The school's assessment program, and selection of texts, should ensure that students are given opportunities to respond to work-related texts and create their own texts for various real-life or lifelike contexts, audiences and purposes.

Teachers must give students opportunities to engage with a wide range of texts to encourage their development as language learners and users. Texts selected for the course of study may be narrative, reflective, interpretive, procedural, persuasive, informative, creative, technical, regulatory or descriptive texts in complete form or extracts.

There must be a range and balance in the texts that students read, listen to and view. The course should include texts from different places and cultures, including the Asia–Pacific region. Australian texts must be included across the course of study and within each year of the course. At least one of the Australian texts studied over the four units of the course must be by an Aboriginal writer or Torres Strait Islander writer. Schools may include texts translated from other languages.

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 be given opportunities to engage in a study of:

- at least one complete text (autobiography, novel, short story, graphic novel or a multimodal text such as a film, documentary, television program or a digital story)
- media texts, such as mass media texts, social media texts, news and current affairs, advertising, blogs, vlogs, podcasts, speeches, journal and feature articles
- one Australian text.

These categories may overlap, for example, an Australian film or news article.

Units 3 and 4

In Units 3 and 4, text selection is a school-based decision and should reflect the interests and needs of students. In addition, the texts selected should provide opportunities for students to achieve the full range of syllabus objectives.

Across Units 3 and 4, students must be given opportunities to engage in a study of:

- at least one complete text (novel, short story, poetry/lyrics, graphic novel or a multimodal text such as a film, documentary or digital story)
- media texts, such as mass media texts, social media texts, news and current affairs, advertising, blogs, vlogs, podcasts, speeches, journal and feature articles.
- one Australian text.

These categories may overlap, for example, an Australian film or news article.

Unit 4 must include a focus on Australian texts.

Key terminology

Key terms in this syllabus include:

- **audience:** in English, 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

- **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

- **concept:** in English, a concept is an idea elaborated within a text; different concepts may be attributed to the same text

- **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)

- **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

- **idea:** an understanding, thought or notion

- **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

- **multimodal:** a spoken response with an additional mode (e.g. images, music) where both are delivered at the same time to communicate ideas and information for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response; examples include: vlog; multimedia slide show combining photographs, video, sound, text and/or narration; spoken response with images; using setting to connote meaning at the same time the spoken response is delivered; digital narrative

- **opinion:** a view, judgment or position

- **patterns and conventions:** a genre's distinguishing structures, features and patterns that relate to context, purpose and audience

- **perspective:** in English, 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, 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, idea, identity, value in a film/novel/poem) in creating another text

- **text structures:** the ways in which information is organised in different types of texts (e.g. layout, heading, lead, subheadings, overviews, introductory and concluding paragraphs, sequencing, topic sentences, cause and effect); choices in text structures and language features together define a text type and shape its meaning; examples of text structures include narratives, recounts, anecdotes, poetry, essays, blogs

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).

A
The student, in *responding to* texts, demonstrates knowledge of the relationships between text, context, audience and purpose through identification and thorough explanation of how opinions and/or ideas underpin texts, influence meaning and shape representations of identities, places, events and/or concepts; and identification of the language features and structures of a text, and thorough explanation of how these shape meaning and invite particular responses from an audience.
The student, in *creating* texts, demonstrates knowledge of the relationship between text, context, audience and purpose through use of opinions and/or ideas to effectively shape representations of identities, places, events and/or concepts in a text.
The student demonstrates purposeful organisation and development of texts for purpose, audience and context through effective use of genres and control of the role of writer/speaker/designer to achieve relationships with specified audiences in a variety of real-life and lifelike contexts; and selection and sequencing of detailed and relevant subject matter to support perspectives including use of mode-appropriate cohesive devices to construct a coherent text.
The student demonstrates control in the use of textual features for purpose, audience and context through language choices according to register and use of suitable language features and text structures.

B
The student, in *responding to* texts, demonstrates knowledge of the relationships between text, context, audience and purpose through identification and relevant explanation of how opinions and/or ideas underpin texts, influence meaning and shape representations of identities, places, events and/or concepts; and identification of the language features and structures of a text, and relevant explanation of how some of these elements create meaning and invite particular responses from an audience.
The student, in *creating* texts, demonstrates knowledge of the relationship between text, context, audience and purpose through use of opinions and/or ideas to appropriately shape representations of identities, places, events and/or concepts in a text.
The student demonstrates organisation and development of texts for purpose, audience and context through appropriate use of genres and some control of the role of writer/speaker/designer to achieve relationships with specified audiences in a variety of real-life and lifelike contexts; and appropriate selection and sequencing of relevant subject matter to support perspectives including mode-appropriate cohesive devices to construct a coherent text.
The student demonstrates appropriate use of textual features for purpose, audience and context through language choices according to register and use of suitable language features and text structures.

C

The student, in *responding to* texts, demonstrates knowledge of the relationships between text, context, audience and purpose through explanation of how the opinions and/or ideas that underpin texts influence meaning and shape the representations of identities, places, events and/or concepts; and identification of the language features and structures of a text, and explanation of how these create meaning and invite particular responses from an audience.

The student, in *creating* texts, demonstrates knowledge of the relationship between text, context, audience and purpose through use of opinions and/or ideas to unevenly shape representations of identities, places, events and/or concepts in a text.

The student demonstrates organisation and development of texts for purpose, audience and context through use of genres and the role of the writer/speaker/designer to achieve relationships with specified audiences in a variety of real-life and lifelike contexts; in the main, selection and sequencing of relevant subject matter to support perspectives including use of mode-appropriate cohesive devices to construct a coherent text.

The student demonstrates use of textual features for purpose, audience and context through in the main, language choices according to register and use of suitable language features and text structures.

D

The student, in *responding to* texts, demonstrates some knowledge of the relationships between text, context, audience and purpose through description of how some of the ideas that underpin texts influence meaning and shape the representations of identities, places, events and/or concepts; and identification of some language features and/or structures of a text, and description of how these create meaning.

The student, in *creating* texts, demonstrates some knowledge of the relationship between text, context, audience and purpose through use of some ideas to create narrow representations of identities, places, events and/or concepts in a text.

The student demonstrates uneven organisation and development of texts for purpose, audience and context through uneven use of genres and some use of the role of the writer/speaker/designer to achieve relationships with specified audiences in a real-life and lifelike context; uneven selection and sequencing of subject matter that sometimes supports perspectives including some use of cohesive devices.

The student demonstrates use of textual features that vary in suitability for purpose, audience and context through inconsistent language choices according to register and use of language features and text structures, with frequent lapses.

E

The student, in *responding to* texts, demonstrates fragmented knowledge of the relationships between text, context, audience and purpose through identification and some description of the representations of identities, places, events or concepts in texts; and identification of some language features and/or structures of a text, and fragmented description of how these create meaning.

The student, in *creating* texts, demonstrates fragmented knowledge of the relationship between text, context, audience and purpose through use of ideas to occasionally create narrow representations of identities, places, events and/or concepts in a text.

The student demonstrates occasional organisation and development of texts for purpose, audience and context through uneven use of genres and occasional use of the role of the writer/speaker/designer to achieve some relationship with specified audiences; occasional selection and sequencing of subject matter that occasionally supports perspectives.

The student demonstrates fragmented use of textual features that vary in suitability for purpose, audience and context through narrow language choices according to register and use of language features and text structures that impede understanding.

Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

Units

Unit 1: Language that works

In Unit 1, students explore how meaning is communicated in contemporary workplace texts and/or popular culture texts about the world of work. Students develop and use a range of strategies and skills to comprehend and interpret these texts. They explore how the relationships between context, purpose and audience create meaning in work-related texts and/or popular culture texts about the world of work. Students identify, consider and explain language choices and the organisational features of texts, and their impact on meaning. Students respond to a variety of work-related texts and/or popular culture texts about the world of work and create texts of their own for a variety of purposes and audiences.

In responding to texts, students focus on developing strategies and skills to comprehend texts used in a work context and/or popular culture texts about the world of work. They consider the various ways in which these texts communicate information, ideas and perspectives. They do this by developing and applying skills to identify main ideas, and interpret, question and infer when reading, viewing and listening to a range of texts.

Students may explore workplace texts and/or popular culture texts about the world of work to discover how these texts vary for different purposes, audiences and contexts. These work contexts could include, but are not limited to:

- behaviour in the workplace

- work safety and responsibilities

- the changing nature of work in the 21st century — an exploration of an industry in a previous generation in comparison to contemporary workplaces, e.g. conditions in the mining industry in the 1800s versus today, the evolution of trades, changing retailers and manufacturers in the textile industry, education, retail

- work relationships, e.g. code of conduct, team work

- conflict resolution, e.g. mediation, restorative justice, conflict resolution case studies

- varied workplaces, e.g.

  - defence force deployments, charity organisations operating in overseas countries, underground mines, above-ground mines, places of worship, acting studios and other sites of cinematic productions, entertainment precincts, small business, large multinational corporations

  - fictitious workplaces in films/novels e.g. corporations where a character works, law and order precincts, action-packed workplaces (e.g. espionage-related), law and order firms (e.g. law offices, courtrooms), political campaign offices, religious places of worship, retail, offices.

- aspects of working life in the 21st century, e.g.
  - required skills
  - types of opportunities
  - occupational health and safety requirements
  - range of technologies
- rights and responsibilities of employers and employees, e.g. laws or court cases about unfair dismissal (e.g. appropriate levels of social media usage whilst on duty, defamation of employers or employees, discrimination).

Students use their knowledge and understanding of how meaning is communicated in a range of work-related texts and/or popular culture texts about the world of work to explore meaning about aspects of working life in the 21st century. These could include, but are not limited to aspects related to:

- travel and tourism
- types of workplaces, e.g. futuristic workplaces in popular culture texts, complex/dangerous working environments, adventurous locales, e.g. filming wildlife documentaries, charities assisting in areas experiencing natural disasters
- volunteer work with a charity
- diversity in the workplace
- work and life balance
- active citizenship and/or Australian citizenship
- issues and/or conditions about a particular workplace
- autobiographies of individuals' careers
- music, film or television
- event management
- entrepreneurial enterprises
- trades
- engineering
- human resource management
- law
- work experience
- hospitality
- education
- health and fitness.

In creating texts, students develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication. Students should be given opportunities to create texts that convey meaning and various points of view on work-related issues and ideas, using appropriate language features, content and mediums for a range of purposes, audiences and contexts.

Unit objectives

1. Use patterns and conventions of genres for particular purposes and audiences for contexts related to the world of work.

2. Use appropriate roles and relationships with audiences.

3. Construct and explain representations of identities, places, events and/or concepts in texts related to the world of work.

4. Make use of and explain opinions and/or ideas in texts related to the world of work, according to purpose.

5. Explain how language features and text structures shape meaning in texts related to the world of work and invite particular responses.

6. Select and use subject matter to support perspectives.

7. Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.

8. Make language choices according to the register variables informed by purpose, audience and context.

9. Use mode-appropriate language features to achieve particular purposes across modes.

Subject matter

Responding to texts

- Understand and identify patterns and conventions of familiar and some unfamiliar texts related to the world of work and/or popular culture texts developed for and used in, or about, work contexts.

- Understand how text structures in texts related to the world of work are used to communicate and organise information, e.g. headings and sub-headings, paragraphing, table of contents, topic sentences.

- Understand how language features in popular culture texts related to the world of work are used to communicate ideas and information, e.g. punctuation, figurative language, camera angles, camera framing, colour.

- Identify and understand the main ideas in texts related to the world of work and/or popular culture texts about the world of work.

- Predict the meaning of work-related texts and/or popular culture texts about the world of work using understanding of patterns and conventions and language choices.

- Recognise and describe personal connections between students' own experiences and texts related to the world of work.

- Reflect on work experiences and/or other work contexts.

- Identify the purpose/s and intended audiences of a range of texts related to the world of work.

- Recognise and describe the ways opinions, ideas, attitudes, values and/or beliefs shape texts related to the world of work and position audiences.

- Identify the language features and text structures of texts related to the world of work and understand how these are used to position audiences.

- Reflect on the usefulness/significance of a workplace text and/or popular culture text about the world of work and its purpose.

Creating texts

- Vary genre patterns and conventions consistent with text type and purpose.

- Use a range of mediums and digital technologies to communicate ideas and information.

- Select and use ideas and information from a range of texts about the world of work, using tools and strategies such as graphic organisers.

- Sequence subject matter to ensure coherence.

- Make use of the ways ideas, opinions, attitudes, values, and/or beliefs underpin texts to shape representations of identities, places, events and/or concepts.

- Use appropriate content and modes for specific purposes, contexts and audiences.

- Vary mode-appropriate language, and formal and informal register, depending on purpose and audience.

- Use language features (e.g. verbal, gestural, spelling, grammar, punctuation) and text structures (e.g. complementary features) to suit particular purposes.

- Use strategies for planning and recording sources of information and proofreading.

Unit 2: Texts and human experiences

In Unit 2, students explore individual and/or collective experiences and perspectives of the world. Students explore how different perspectives, ideas, attitudes, values and/or beliefs are communicated through the textual representations of a range of human experiences. They identify audience and purpose, and consider how meaning is shaped in reflective/nonfiction texts to invite audiences to accept a particular point of view. Students respond to a variety of reflective/nonfiction texts by creating texts of their own for a variety of purposes and audiences.

In responding to texts, students identify the different perspectives, ideas, attitudes, values and/or beliefs that have been communicated through the purposeful construction of identities, places, events and/or concepts. Students apply their knowledge and understanding of how meaning is communicated in reflective/nonfiction texts when responding to a studied text or texts.

In responding to contemporary reflective/nonfiction texts, students consider a range of interpretations as they develop their own interpretations. Students may read, listen to and view reflective and nonfiction texts from a range of contexts, which could include, but are not limited to:

- inspirational people and stories of overcoming adversity

- contemporary heroes or role models

- people from diverse cultures and places.

Students identify the patterns and conventions of reflective/nonfiction texts and consider how these vary for different purposes, audiences and contexts. They consider how different perspectives, ideas, attitudes and/or values are communicated in reflective/nonfiction texts through the exploration of human experiences, and apply this knowledge when creating texts that reflect on their own life and experiences. These experiences could include, but are not limited to:

- my educational journey and where to from here

- my work/work experience journey — expectations versus reality

- coming to Australia

- how my role model (or hero) has influenced me.

In creating texts, students should be given opportunities to explore the interpretations of others and their own interpretations of human experiences. They create texts by synthesising ideas and information relevant to self-reflection. Students may use narrative techniques, personal voice and a range of language features to invite their audience to take up positions. Students also develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication.

Unit objectives

1. Use patterns and conventions of genres to suit particular purposes and audiences.

2. Use appropriate roles and relationships with audiences.

3. Construct and explain representations of identities, places, events and/or concepts related to human experiences.

4. Make use of and explain opinions and/or ideas in texts about human experiences, according to purpose.

5. Explain how language features and text structures shape meaning in texts and invite particular responses in relation to human experiences.

6. Select and use subject matter to support perspectives.

7. Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.

8. Make language choices according to the register variables informed by purpose, audience and context.

9. Use mode-appropriate language features to achieve particular purposes across modes.

Subject matter

Responding to texts

- Understand and identify the patterns and conventions of familiar reflective/nonfiction texts.

- Understand how the patterns and conventions of reflective/nonfiction texts are used to communicate main ideas, facts, opinions and bias.

- Identify and understand the main ideas in reflective/nonfiction texts.

- Explore how opinions and ideas in texts shape perspectives and may influence audiences.

- Summarise the main ideas and information presented in reflective/nonfiction texts.

- Explain personal connections between students' own experiences and experiences constructed in reflective/nonfiction texts.

- Identify the purpose/s and intended audiences of a range of reflective/nonfiction texts.

- Recognise and describe the ways opinions, ideas, attitudes, values and/or beliefs shape representations of individuals and/or collective experiences in reflective/nonfiction texts.

- Distinguish points of view about individual and/or collective experiences in reflective/nonfiction texts.

- Identify the language features and text structures of reflective/nonfiction texts and understand how these are used to position audiences.

Creating texts

- Vary genre patterns and conventions consistent with text type.

- Use a range of mediums and digital technologies to communicate ideas and information.

- Select and use ideas and information in relation to human experience/s, from a range of reflective/nonfiction texts.

- Sequence subject matter to ensure coherence.

- Use narrative techniques, e.g. characterisation, dialogue and first-person narrator when creating texts.

- Use personal voice to position audiences.

- Make use of the ways opinions, ideas, attitudes, values and/or beliefs underpin texts to shape representations of human experiences in reflective/nonfiction texts.

- Use appropriate language, content and modes for particular purposes, contexts and audiences.

- Vary mode-appropriate language and formal and informal register depending on purpose and audience.

- Use mode-appropriate language features (e.g. verbal, gestural, spelling, grammar, punctuation) and text structures (e.g. complementary features) to suit particular purposes.

- Use strategies for planning, drafting and proofreading.

Unit 3: Language that influences

In Unit 3, students explore community, local and/or global issues and ideas presented in a range of texts that invite an audience to take up positions. Building on Units 1 and 2, students apply their understanding about how perspectives, ideas, attitudes and values are represented in texts to influence audiences. They explore how issues are represented in a range of texts and develop their own point of view about these issues. Students synthesise information to respond to and create a range of texts, considering their intended purpose, their representation of ideas and issues, and audience responses. In responding to texts, students have opportunities to discuss and listen to differing perspectives, compare, draw conclusions and influence audiences for a range of purposes. Students also develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication.

Students respond to a variety of texts that invite audiences to take up positions, by constructing texts of their own.

The unit is made up of two topics:

- Creating and shaping perspectives on community, local and global issues in texts

- Responding to texts that seek to influence audiences.

Unit objectives

1. Use patterns and conventions of genres to persuade audiences and explain perspectives on community, local and/or global issues.

2. Use appropriate roles and relationships with audiences.

3. Construct and explain representations of identities, places, events and/or concepts.

4. Make use of and explain the opinions and/or ideas about community, local and global issues in texts, according to purpose.

5. Explain how language features and text structures shape perspectives on community, local and/or global issues in media texts and invite particular responses.

6. Select and use subject matter to support perspectives and persuade audiences.

7. Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.

8. Make language choices according to the register variables informed by purpose, audience and context.

9. Use mode-appropriate language features to persuade and inform, across modes.

Subject matter

Topic 1: Creating and shaping perspectives on community, local and global issues in texts

In Topic 1, students read, listen to and view a range of texts that invite audiences to take up positions on community, local and/or global issues in persuasive, reflective or imaginative ways. These issues could include, but are not limited to:

- mental health and wellbeing

- youth homelessness

- wildlife preservation

- cultural heritage.

When responding to texts about community, local and/or global issues, students consider how perspectives, ideas, attitudes and values are represented. They examine how these representations have been constructed in these texts and focus on developing their own points of view about these issues. When creating texts, students use their knowledge and understanding of how texts shape meaning to create either a persuasive, reflective or imaginative spoken response about an issue in the media or an issue they are independently interested in.

Students continue to develop and use their understanding of purpose, context and language. They draw on their knowledge to express their opinions and/or ideas persuasively, reflectively or imaginatively.

Responding to texts

- Examine the patterns and conventions of a range of persuasive, reflective and/or imaginative media texts.

- Identify facts, opinions, supporting evidence and bias in a range of persuasive, reflective and/or imaginative media texts.

- Identify, explore and reflect on the main ideas and information about community, local and/or global issues represented in a range of texts.

- Investigate and synthesise ideas and information in relation to community, local and/or global issues from a range of texts, including media texts.

- Understand how, in texts including media texts, some points of view about community, local and/or global issues are privileged while others are marginalised.

- Examine and discuss the ways opinions, ideas, attitudes, values, and/or beliefs shape representations about community, local and/or global issues.

- Explore how opinions and ideas in texts shape perspectives and may influence audiences.

- Explore how the use (or lack of use) of gestural features in a spoken text impacts on the effectiveness of communication and audience positioning.

Creating texts

- Develop a logical point of view about a community, local and/or global issue, using a range of mediums and digital technologies.

- Use attitudes, values and/or beliefs to shape representations of community, local and/or global issues.

- Use patterns and conventions of persuasive, reflective and/or imaginative texts in own responses to experiment with audience positioning.

- Select and use opinions, ideas and information from a range of media texts to position an audience to accept or reject representations of community, local and/or global issues.

- Use appropriate language, content and modes to engage and influence audiences to accept representations of community, local and/or global issues.

- Make use of the ways opinions, ideas, attitudes, values and/or beliefs underpin texts to shape representations of community, local and/or global issues.

- Vary genre patterns and conventions when creating texts for different audiences and purposes.

- Experiment with a range of gestural features in a variety of situations to explore how
  - communication can be either strengthened or weakened
  - gestural features can be used to establish a relationship with the audience
  - inappropriate gestural features may create a barrier (or distance) between a speaker and an audience, and impact on roles and relationships
  - gestural features can impact on the positioning of an audience.

- Vary mode-appropriate language and formal and informal register depending on purpose and audience.

- Use mode-appropriate language features (e.g. verbal, gestural, spelling, grammar, punctuation) and text structures (e.g. complementary features) to suit particular purposes.

- Use strategies for planning, drafting, revising, editing and proofreading.

Topic 2: Responding to texts that seek to influence audiences

Building on Topic 1, students use their knowledge of texts to explain how identities, places, events, concepts and issues are represented in media texts to influence an audience. Learning experiences should be devised to provide students with opportunities to respond to written and visual media texts.

This unit culminates in a common internal assessment (CIA) that is a short-response examination. Students respond to media texts by explaining representations within them and producing a range of texts of their own.

Responding to texts

- Examine the patterns and conventions of media texts to identify and understand the main ideas and issues.

- Explain how perspective/s are created in media texts.

- Explain language features in a text and how they shape particular representations and position audiences.

- Explain how the layout of information in a text influences meaning and impacts audiences.

- Explore the representation of identities, places, events and/or concepts in a range of media texts and how they position audiences.

- Explain what a particular representation within a text says about the social context in which it is written.

- Identify facts, opinions, supporting evidence and bias in a range of media texts.

- Consider personal connections between students' own experiences and those represented in media texts.

- Examine and discuss the ways opinions, ideas, attitudes, values and/or beliefs shape representations of ideas and issues in media texts and how they position audiences.

- Explore how opinions and ideas in texts shape perspectives and may influence audiences.

- Explain the issues and ideas represented in a range of media texts.

- Examine and explain points of view in media texts and the implications of these.

- Consider and explain how media texts use textual elements and language to portray ideas and issues in a way that appeals to a particular audience.

- Consider and explain how, in media texts, some points of view are privileged while others are marginalised or silenced.

Creating texts

- Use appropriate language, content and modes to shape representations of ideas and issues for particular audiences, purposes and contexts.

- Make use of the ways opinions, ideas, attitudes, values and/or beliefs underpin texts to shape representations of identities, places, events and/or concepts.

- Vary mode-appropriate language and formal and informal register depending on purpose and audience.

- Use language features (e.g. verbal, gestural, spelling, grammar, punctuation) and text structures (e.g. complementary features) to suit particular purposes.

Unit 4: Representations and popular culture texts

In Unit 4, students explore how the text structures, language features and language of contemporary popular culture texts shape meaning. They revisit and build on learning from Units 1, 2 and 3 about how the relationship between context, purpose and audience creates meaning, and they independently apply comprehension strategies when engaging with texts. Students respond to and engage with a variety of texts, including Australian texts, and create texts of their own. In responding to popular contemporary texts, students consider how perspectives are represented, they explore values inherent within these texts and examine connections between audience, purpose and context. They reflect on a range of popular culture texts and develop their own interpretations. Students also develop their skills in using appropriate vocabulary and accurate spelling, punctuation and grammar to enable effective communication.

The unit is made up of two topics:

- Responding to popular culture texts
- Creating representations of Australian identities, places, events and/or concepts.

Unit objectives

1. Use patterns and conventions of genres to suit particular purposes and audiences.
2. Use appropriate roles and relationships with audiences.
3. Construct and explain representations of identities, places, events and/or concepts.
4. Make use of and explain the opinions and/or ideas in texts, according to purpose.
5. Explain how language features and text structures shape meaning in popular culture texts and invite particular responses.
6. Select and use subject matter to support perspectives.
7. Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.
8. Make language choices according to the register variables informed by purpose, audience and context.
9. Use mode-appropriate language features to achieve particular purposes across modes.

Subject matter

Topic 1: Responding to popular culture texts

In Topic 1, students respond to popular culture texts in a variety of genres by focusing on how text structures, language features and language choices shape meaning and purpose in a range of contexts, which may include, but are not limited to:

- social commentary in popular music lyrics and music video

- ethics of reality television/social media

- influence of digital media and/or gaming

- transformation or reimagining of other texts (mashups, remixes, novel to screen/stage adaptations, film remakes).

Students focus on developing the skills to construct reasoned points of view and interpretations in a multimodal response about representations in popular culture texts.

Responding to texts

- Examine the patterns and conventions of familiar and unfamiliar popular culture texts.

- Explain how perspective/s are created in popular culture texts.

- Explain language features in a popular culture text and how they shape particular representations.

- Explain how the layout of information in a popular culture text influences meaning and impacts audiences.

- Explore the representation of identities, places, events and/or concepts in a range of popular culture texts and how they position audiences.

- Explain what a particular representation within a text says about the social context in which it is written.

- Identify, understand and reflect on the main ideas, facts, opinions and bias in a range of popular culture texts.

- Examine the language and text structures of a range of popular culture texts to identify and understand the main ideas.

- Consider and explain personal connections between students' own experiences and experiences communicated in popular culture texts.

- Examine and discuss the ways opinions, ideas, attitudes, values, and/or beliefs shape representations of identities, places, events and/or concepts in popular culture texts.

- Summarise the main ideas and information presented in popular culture texts.

- Compare and contrast personal responses to popular culture texts to other people's responses, e.g. peers, teachers.

- Explore how the use (or lack of use) of gestural features in a spoken text impacts on the effectiveness of communication and audience positioning.

- Explain how the language features and text structures of popular culture texts are used to position audiences.

Creating texts

- Vary genre patterns and conventions when creating texts for different audiences and purposes.

- Use a range of mediums and digital technologies to communicate ideas and information.

- Use appropriate language, content and modes for particular purposes, contexts and audiences when creating texts.

- Experiment with a range of gestural features in a variety of situations to explore how
  - communication can be either strengthened or weakened
  - gestural features can be used to establish a relationship with the audience
  - inappropriate gestural features may create a barrier (or distance) between a speaker and an audience, and impact on roles and relationships
  - gestural features can impact on the positioning of an audience.

- Make use of the ways opinions, ideas, attitudes, values and/or beliefs underpin texts to shape representations of identities, places, events and/or concepts.

- Vary mode-appropriate language and formal and informal register depending on purpose and audience.

- Use mode-appropriate language features (e.g. verbal, gestural, spelling, grammar, punctuation) and text structures (e.g. complementary features) to suit particular purposes.

- Use appropriate strategies for planning, drafting, revising, editing and proofreading.

Topic 2: Creating representations of Australian identities, places, events and/or concepts

Building on Topic 1, students use their understanding of how meaning is shaped by text structures, language features and language choices in popular culture texts, and apply this knowledge to explore aspects of Australian popular culture texts, and to create texts of their own.

Aspects of Australian popular culture texts could include, but are not limited to:

- an Australian social group, e.g. youth, sportspeople, tradespeople, rural and/or urban dwellers, men, women, musicians, artists

- a character or individual

- a concept, e.g. 'Australian-ness', belonging, family, freedom, work ethic, courage, survival, romance, community, justice, morality, gender, power, race, religion, class, age

- growing up in a particular part of Australia

- the significance of a particular Australian landscape or setting

- the impact of an event on either a student personally, or on others, e.g. a character in the Australian text

- plot development and the learning associated with it

- a particular culture

- a form and style of music

- sport

- a stereotype, e.g. rockstar, superhero, model, outlaw, explorer

- a setting that evokes an emotional/personal response

- Australian identity.

Students focus on developing the skills to construct a written response that draws upon an aspect of a popular culture text as a springboard for their ideas. They shape representations of this aspect and position audiences to accept their perspectives.

Responding to texts

- Explore the points of view/representations in a range of popular culture texts, including Australian texts.

- Explore how opinions and ideas in texts shape perspectives and may influence audiences.

Creating texts

- Vary genre patterns and conventions when creating texts for different audiences and purposes.

- Use a range of mediums and digital technologies to communicate ideas and information.

- Select and use ideas and information from a range of popular culture texts to create representations about aspects of these texts, e.g. Australian texts or texts about Australia.

- Make use of the ways opinions, ideas, attitudes, values and/or beliefs underpin texts to shape representations of different aspects of the studied popular culture texts, including Australian text/s.

- Use appropriate language, content and modes to shape representations of aspects of popular culture text/s (including Australian texts) for particular audiences, purposes and contexts.

- Vary mode-appropriate language and formal and informal register depending on purpose and audience.

- Use mode-appropriate language features (e.g. verbal, gestural spelling, grammar, punctuation) and text structures (e.g. complementary features) to suit particular purposes.

- Use strategies for planning, drafting, revising, editing and proofreading.

Assessment

Internal assessment 1: Spoken response

Students create and present either a persuasive, reflective or imaginative response related a current community, local or global issue.

Assessment objectives

1. Use patterns and conventions of a persuasive, reflective or imaginative spoken genre to influence audiences about community, local or global issues.

2. Use the appropriate role of the speaker and relationship with the audience.

3. Construct representations of identities, places, events and/or concepts.

4. Make use of opinions and/or ideas about community, local or global issues to influence meaning.

6. Select and use subject matter to support perspectives about community, local or global issues and influence audiences.

7. Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.

8. Make language choices according to the register variables informed by purpose, audience and context.

9. Use mode-appropriate language features to persuade audiences.

Specifications

This task requires students to:

- select a current community, local or global issue in the media or an issue of personal interest

- develop their own perspectives on this issue, and how they want to represent this issue in their response

- create their persuasive, reflective or imaginative response for a specific purpose, audience and context

- express their viewpoints on this issue to influence an audience

- present the persuasive, reflective or imaginative response.

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 may support the response with additional audio, visual or digital media.

Response requirements

Spoken (live or recorded): up to 6 minutes, or signed equivalent

Instrument-specific standards

Knowledge application	Organisation and development	Textual features	Grade
The student response has the following characteristics:			
• effective construction of representations of identities, places, events and/or concepts in a spoken response • effective use of opinions and/or ideas about a community, local or global issue to influence meaning in a spoken response	• effective use of a persuasive, reflective or imaginative genre, integrating modes and media where appropriate • control of the role of the speaker to influence audiences to accept perspectives on community, local or global issues • purposeful selection and sequencing of relevant subject matter, using spoken cohesive devices to construct a coherent spoken response	• controlled choice of language informed by an understanding of purpose, audience and context • consistent use of mode-appropriate language features	A
• appropriate construction of representations of identities, places, events and/or concepts in a spoken response • appropriate use of opinions and/or ideas about a community, local or global issue to influence meaning in a spoken response	• appropriate use of a persuasive, reflective or imaginative genre, combining modes and media where appropriate • some control of the role of the speaker to influence audiences to accept perspectives on community, local or global issues • appropriate selection and sequencing of relevant subject matter using spoken cohesive devices to construct a coherent spoken response	• appropriate choice of language informed by an understanding of purpose, audience and context • appropriate use of mode-appropriate language features	B
• uneven construction of representations of identities, places, events and/or concepts in a spoken response • uneven use of opinions and/or ideas about a community, local or global issue to influence meaning in a spoken response	• use of a persuasive, reflective or imaginative genre, including modes and media where appropriate • use of the role of the speaker to influence audiences to accept perspectives on community, local or global issues • in the main, relevant subject matter selected and sequenced using spoken cohesive devices to construct a coherent spoken response	• in the main, appropriate choice of language informed by an understanding of purpose, audience and context • in the main, use of mode-appropriate language features	C

Knowledge application	Organisation and development	Textual features	Grade
• use of ideas to shape narrow representations of identities, places, events and/or concepts in a spoken response • narrow use of opinions and/or ideas about a community, local or global issue.	• uneven use of a persuasive, reflective or imaginative genre • some establishment of a relationship with an audience • some relevant subject matter selected and unevenly sequenced using some cohesive devices.	• inconsistent choice of language with some demonstration of understanding of purpose, audience and context • some use of mode-appropriate language features, with frequent lapses.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Internal assessment 2: Common internal assessment

The common internal assessment (CIA) is provided by the QCAA and assists in strengthening reliability and validity in Essential English. The CIA is:

- developed by the QCAA
- common to all schools
- marked internally by the school.

Assessment objectives

3. Explain representations of identities, places, events and/or concepts in response to media stimulus texts.

4. Explain the ways opinions and/or ideas about community, local or global issues in media stimulus texts influence meaning.

5. Explain how language features and text structures shape perspectives in media stimulus texts and invite particular responses.

6. Select and use subject matter to support perspectives in response to media stimulus texts.

9. Use language features to inform audiences.

Specifications

This examination:

- relates to Unit 3 subject matter
- may ask students to
  - respond to unseen short response questions
  - consider the way seen and unseen stimulus texts communicate information and shape meaning
  - explain how an identity, place, event or concept has been represented in the stimulus texts and/or how a perspective has been created (by explaining the use of opinions and/or ideas, language features and text structures)
  - explain how the audience is being positioned.

Stimulus specifications

The QCAA provides two stimulus texts — one written and one predominantly visual. The texts may be presented in a range of genres, e.g. blog posts, articles, social media posts, posters, advertisements, infographics.

Conditions

- This is an individual supervised task delivered in up to three consecutive sessions.
- Time allowed
  - Planning time: 15 minutes
  - Working time: 90 minutes

Internal assessment 3: Multimodal response

Students create and present a multimodal response to express their perspective about a particular representation in a contemporary popular culture text/s.

Assessment objectives

1. Use patterns and conventions of a multimodal genre to suit particular purposes and audiences.

2. Use the appropriate role of speaker/designer and relationship with the audience.

3. Explain the representation of an identity, place, event and/or concept in a popular culture text/s.

4. Explain the ways opinions and/or ideas underpin the popular culture text/s and influence meaning.

5. Explain how language features and text structures shape meaning in popular culture text/s and invite particular responses.

6. Select and use subject matter from a popular culture text/s to support perspectives.

7. Sequence subject matter and use mode-appropriate cohesive devices to construct a coherent multimodal response.

8. Make language choices according to the register variables informed by purpose, audience and context.

9. Use mode-appropriate language features to achieve particular purposes across modes.

Specifications

This task requires students to:

- focus their response on a particular popular culture text/s

- consider the opinions and/or ideas in the popular culture text/s and explain how they influence meaning

- consider the language features and text structures used in the popular culture text/s to explain how a particular representation has been created

- select ideas, information and multimodal elements to express their perspective about the representation in the popular culture text/s and explain how the audience is being positioned

- create their multimodal response according to the task-specified purpose, audience and context, incorporating the spoken mode

- present the multimodal response by delivering the spoken mode simultaneously with an additional mode in accordance with the required purpose.

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.

Response requirements

Multimodal (at least two modes delivered at the same time where one mode is spoken; may be live or recorded): up to 6 minutes, or signed equivalent

Instrument-specific standards

Knowledge application	Organisation and development	Textual features	Grade
The student response has the following characteristics:			
• identification and thorough explanation of the ways opinions and/or ideas in a popular culture text/s shape a representation of an identity, place, event and/or concept • identification of language features and text structures in a popular culture text/s and thorough explanation of how these elements shape meaning and invite particular responses	• effective use of the multimodal genre, integrating modes and media where appropriate • control of the role of the speaker/designer to achieve a particular purpose • purposeful selection and sequencing of relevant subject matter, using mode-appropriate cohesive devices to construct a coherent multimodal response	• controlled choice of language informed by an understanding of purpose, audience and context • consistent use of language features that are suitable for the multimodal response	A
• identification and relevant explanation of the ways opinions and/or ideas in a popular culture text/s shape a representation of an identity, place, event and/or concept • identification of language features and text structures in a popular culture text/s and relevant explanation of how some of these elements shape meaning and invite particular responses	• appropriate use of the multimodal genre, combining modes and media • some control of the role of the speaker/designer to achieve a particular purpose • appropriate selection and sequencing of relevant subject matter using mode-appropriate cohesive devices to construct a coherent multimodal response	• appropriate choice of language informed by an understanding of purpose, audience and context • appropriate use of language features that are suitable for the multimodal response	B
• identification and explanation of the ways opinions and/or ideas in a popular culture text/s shape a representation of an identity, place, event and/or concept in a popular culture text/s • identification of language features and text structures in a popular culture text/s and explanation of how some of these elements shape meaning and invite particular responses	• use of the multimodal genre, including modes and media • use of the role of the speaker/designer to achieve a particular purpose • in the main, relevant subject matter selected and sequenced using mode-appropriate cohesive devices to construct a coherent multimodal response	• in the main, appropriate choice of language informed by an understanding of purpose, audience and context • in the main, use of language features that are generally suitable for the multimodal response	C

Knowledge application	Organisation and development	Textual features	Grade
• identification of some ideas in popular culture texts with some description of how these have been used to shape representations of identities, places, events and/or concepts • identification of some language features and/or text structures in a popular culture text/s and description of how some of these elements shape meaning.	• uneven use of the multimodal genre including some modes and media • some establishment of a relationship with an audience • some relevant subject matter selected and unevenly sequenced using some cohesive devices in a multimodal response.	• inconsistent choice of language with some demonstration of understanding of purpose, audience and context • some use of language features, with frequent lapses in the multimodal response.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Internal assessment 4: Written response

Students create a written response that invites a particular audience to take up a position about an aspect of an Australian popular culture text/s.

Assessment objectives

1. Use patterns and conventions of a written genre to position audiences to accept representations about an aspect of an Australian popular culture text/s.

2. Use the appropriate role of the writer and relationship with the audience.

3. Construct representations of identity, place, event and/or concept to position audiences to accept representations about an aspect of an Australian popular culture text/s.

4. Make use of opinions and/or ideas in a text.

6. Select and use subject matter about an aspect of an Australian popular culture text/s to support perspectives.

7. Sequence subject matter and use mode-appropriate cohesive devices to construct coherent written texts.

8. Make language choices according to the register variables informed by purpose, audience and context.

9. Use mode-appropriate language features to achieve particular purposes.

Specifications

This task requires students to:

- use an Australian popular culture text/s as a springboard for their written response (the text/s should not have been studied in a previous unit)

- represent a particular Australian identity, place, event and/or concept as an aspect of the Australian popular culture text/s, and position audiences to accept their perspectives

- write a response, using an authentic genre, e.g. email, blog, diary entries, opinion piece, script, website page.

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.

- The teacher provides the task to students four weeks before the due date.

- Students may support the response with additional audio, visual or digital media.

Response requirements

Written: up to 800 words

Instrument-specific standards

Knowledge application	Organisation and development	Textual features	Grade
The student response has the following characteristics:			
• effective construction of representations of an identity, place, event and/or concept in a written response to achieve purpose/s • effective use of opinions and/or ideas to influence meaning about an aspect of an Australian popular culture text in a written response to achieve purpose/s	• effective use of genre, integrating media where appropriate • control of the role of the writer to influence audiences to accept perspectives about an aspect of an Australian popular culture text • purposeful selection and sequencing of relevant subject matter, using written cohesive devices to construct a coherent response	• controlled choice of language informed by an understanding of purpose, audience and context • consistent use of written language features to achieve purpose/s	A
• appropriate construction of representations of an identity, place, event and/or concept in a written response to achieve purpose/s • appropriate use of opinions and/or ideas to influence meaning about an aspect of an Australian popular culture text in a written response to achieve purpose/s	• appropriate use of genre, using media where appropriate • some control of the role of the writer to influence audiences to accept perspectives about an aspect of an Australian popular culture text • appropriate selection and sequencing of relevant subject matter using written cohesive devices to construct a coherent response	• appropriate choice of language informed by an understanding of purpose, audience and context • appropriate use of written language features to achieve purpose/s	B
• uneven construction of representations of an identity, place, event and/or concept in a written response to achieve purpose/s • uneven use of opinions and/or ideas to influence meaning about an aspect of an Australian popular culture text in a written response to achieve purpose/s	• use of genre, including media where appropriate • use of the role of the writer to influence audiences to accept perspectives about an aspect of an Australian popular culture text • in the main, relevant subject matter selected and sequenced using written cohesive devices to construct a coherent response	• in the main, appropriate choice of language informed by an understanding of purpose, audience and context • in the main, use of written language features to achieve purpose/s	C

Knowledge application	Organisation and development	Textual features	Grade
• narrow construction of representations of identities, places, events and/or concepts in a written response • narrow use of opinions and/or ideas in a written response.	• uneven use of genre • some establishment of a relationship with an audience • some relevant subject matter selected and unevenly sequenced using some cohesive devices.	• inconsistent choice of language with some demonstration of understanding of purpose, audience and context • some use of written language features, with frequent lapses.	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

Glossary

The syllabus glossary is available at 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, USA.

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Version history

Version	Date of change	Information
1.0	January 2024	Released for familiarisation and planning (with implementation starting in 2025)