Senior Syllabus

English for ESL Learners Trial Syllabus

2007 (amended March 2009)

For use with approved schools in 2009 commencing with Year 11 students

Queensland Government

Queensland Studies Authority
Partnership and innovation

Contents

1. Rationale

As a major international language, English has significant influence globally. Proficiency in written and spoken English enables students to share in and contribute to English-speaking communities and cultures, as well as participate in international contexts that use English. This syllabus is specifically designed for students for whom English is their Second Language (ESL).

English for ESL Learners explicitly teaches knowledge about English language. English for ESL Learners gives students the listening, speaking, reading and writing skills necessary to participate in situations and communities where English is used. It assists students to gain the knowledge and skills to enable them to succeed academically in an English language context.

English for ESL Learners provides students with:

- the knowledge and skills required for English language learners to become competent users of written and spoken English in social, community, economic and academic contexts
- high order functional competence in English language and communication situations
- a tailored English language course which meets the structural and grammatical requirements for the academic English required in tertiary studies
- access to success in further study and/or living in English language contexts
- access to cultural thought processes in Western language and literature.

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

In English for ESL Learners, students develop their ability to understand and use Standard Australian English (SAE) to produce written and spoken texts for a variety of purposes, audiences and contexts. The syllabus supports the development of courses that promote independence and responsibility for language learning in students.

English for ESL Learners provides opportunities for the substantial development of a wide range of key competencies[1]. The course encourages detailed development and demonstration of key competencies in contexts that arise naturally from the general objectives and learning experiences of the subject. In their studies, students will communicate ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences. They will collect, analyse and organise information gained from a variety of sources, and presented in a range of forms and genres, and evaluate its quality and validity. They will plan and organise activities, including research and investigative tasks. Individually and in groups, and as part of their learning and classroom experiences, students will have opportunities to use and apply a range of technologies, particularly those related to computers.

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[1] KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology.

Eligibility

Courses developed from this syllabus will suit students for whom English is not their first or home language. These students include:

- Aboriginal students and Torres Strait Islander students for whom SAE is not the first or home language

- students who have been born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as a second 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
    - minimal or no exposure to English, and little or no previous formal schooling in any country or with severely interrupted education
    - little or no exposure to English, but with schooling equivalent to that received by their chronological peers in 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 arrival in Australia.

Schools are best placed to identify and confirm the eligibility of students undertaking this subject. This syllabus is incompatible with any other English senior syllabus for Authority subjects.

2. Global aims

Through studying English for ESL Learners, students should develop:

- ability to communicate in written and spoken Standard Australian English with confidence, clarity, accuracy and appropriateness for social, academic, business and creative purposes
- language skills and strategies to learn independently and collaboratively
- ability to think critically and creatively to meet the demands of current and future studies
- willingness and capacity to become discriminating and discerning readers, writers, listeners and speakers
- appreciation of Standard Australian English as the main language of communication in Australia
- understanding of Australian cultural references in communication
- ability to participate confidently and effectively in Australia's diverse cultures and to contribute to enriching them.

3. General objectives

The first category of general objectives is embedded in and achieved through the other three and is not directly assessed. *Knowledge about language, Cognitive skills and Communication skills* are the three categories of assessable general objectives.

Students achieve the general objectives by working individually and with others by:

- developing specific and detailed knowledge of how language operates through reading, viewing, writing, designing, listening and speaking/signing
- interpreting and producing a wide range of texts in different modes and mediums
- exploring the ways purpose, cultural context and social situation shape meanings in texts
- drawing upon prior experience to understand and interpret texts.

English is Australia's national language and a language of international significance. In studying *English for ESL Learners*, students focus on developing understandings about Standard Australian English[2] and how to use it appropriately, effectively and accurately for a variety of purposes. By the conclusion of the course, students should be able to apply the conventions of written and spoken Standard Australian English.

3.1   Attitudes and values

In the *Attitudes and values* objectives, students are encouraged to explore the life-enhancing possibilities that engaging with, responding to and producing texts can offer.

By the conclusion of the course, in their own work and in response to the work of others, students should be able to appreciate:

- the learning and use of written and spoken English
- that learning another language develops with use and over time
- the relationship between language and culture
- the Australian way of life and the diversity of cultures within Australia.

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[2] Standard Australian English (see glossary for dictionary definition) is the accepted written, spoken and visual language conventions of the time. It is dynamic and is influenced by cultural and social factors. Although other English forms may be encountered, especially in schools with multi-cultural cohorts, the focus for learning is Standard Australian English.

3.2   Knowledge about language

In the *Knowledge about language* objectives, students understand and control textual features, including genre patterns and grammar, for a variety of contexts.

By the conclusion of the course, in their own work and in response to the work of others, students should be able to:

- identify and use verbal, non-verbal, visual and auditory language feature[3]
- identify and use grammar, including well-formed clause and sentence structures
- select and use cohesive devices to link ideas in a range of texts
- select and use vocabulary for particular purposes
- control paragraphing, punctuation and spelling.

3.3   Cognitive processes

In the *Cognitive processes* objectives, students analyse, evaluate and produce texts to demonstrate how and why meaning is created.

By the conclusion of the course, in their own work and in response to the work of others, students should be able to:

- select, analyse, synthesise, infer, and evaluate subject matter from a variety of written and spoken texts
- offer a position, drawing conclusions and justifying decisions in response to written and spoken texts.

3.4   Communication skills

In the *Communication skills* objectives, students examine how texts are structured and organised for particular purposes and then apply this knowledge to produce different types of texts for particular purposes.

By the conclusion of the course, in their own work and in response to the work of others, students should be able to:

- identify and apply generic structures
- convey meaning by integrating language features that suit particular audiences, purposes and contexts
- select, organise, present, and express ideas for the particular audience, purpose and context.

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[3] Spoken /signed features – pronunciation, phrasing and pausing, audibility and clarity, volume, pace; Visual features – graphics, still and moving images; graphic design elements; Non-verbal features – facial expressions, gestures, proximity, stance, movement; Auditory features – music, silence and sound effects.

4. Course organisation

4.1   Time allocation

The minimum number of hours of actual school time, including assessment for a course of study developed from this syllabus, is 55 hours per semester. A course of study will usually be completed over four semesters (220 hours).

4.2   Developing a course of study

When developing a course of study schools must:

- refer to the global aims
- incorporate the general objectives and assessment requirements
- apply the course organising principles
- include all three areas of study in both Year 11 and Year 12
- identify and plan to meet students' language learning needs
- include a range and balance of language and texts across the three areas of study.

4.3   Course organising principles

There are five organising principles used to develop courses of study in senior English subjects. They focus on students' knowledge, cognitive processes and language skills. The organising principles are:

- *continuity*
- *increasing complexity of challenge*
- *range*
- *increasing independence*
- *accommodation of cultural, social and individual differences*.

Schools apply the five principles to develop a balanced course of study that suits their particular setting.

Principle 1: Continuity

The English for ESL Learners course builds on the English learning already undertaken at school. It aligns with this learning by acknowledging student abilities and interests while considering future needs and pathways. *Continuity* is achieved by schools developing courses that provide seamless transition across the junctures between Years 9 and 10, Years 10 and 11, and between units.

Principle 2: Increasing complexity of challenge

Increasing complexity of challenge refers to the increasing language demands (knowledge,

cognitive processes and language skills) made on students as they progress through the four-semester course. Assessment instruments, and the learning experiences that support them, must be designed to meet the requirements at that point in the course of study.

Principle 3: Range

Range refers to the breadth, depth and diversity of:

- resources
- learning contexts and experiences
- subject matter (by drawing on a range of approaches to texts)
- genres (these may include multigeneric and multimodal texts, both for study and production)
- assessment techniques
- instrument conditions.

This range should be evident both across the four-semester course and within a single year. When planning a course to fulfil this principle, consider the three areas of study as well as Section 6.6, Requirements for verification folio.

Principle 4: Increasing independence

Increasing independence develops as students are required to accept responsibility for their own learning across the four-semester course. They learn to evaluate their own work and identify ways to improve it by:

- selecting and making effective use of resources (both material and human)
- becoming less dependent on their teacher as a source of feedback
- making selective use of feedback
- negotiating instruments and/or conditions.

Students should gain expertise in evaluating the quality of their own and others' work. Schools may use one or a number of methods to achieve this goal. Some of these are:

- teacher modelling of language and writing and speaking/signing processes, including revision and editing
- conferencing between teacher and student
- audio/video recording of spoken/signed responses for reflection and self assessment
- feedback from peers and others, in and out of the school context
- student participation in assessment instrument design and generation of instrument-specific criteria and standards so that assessment expectations are understood
- self-evaluation checklists for students attached to tasks.

Principle 5: Accommodation of cultural, social and individual differences

Accommodation of cultural, social and individual differences means considering the needs of individuals and class groups. It is strongly aligned with the notions of educational equity that underpin the syllabus. In enacting this principle, teachers should consider how best to meet their students' learning needs by drawing on a range of approaches to texts to develop learning experiences. For example, teachers may encourage all students to consider Indigenous perspectives in the study of language and literature by engaging with texts by Indigenous writers and about Indigenous people.

This principle will influence:

- unit focuses
- learning experiences
- selection of resources
- assessment techniques, instrument design and instrument conditions.

4.4   Language in context

4.4.1   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-semester 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.

Genres are the culturally-accepted ways of using language to get things done. Genres patterns have distinguishable purpose related to cultural knowledge, values and practices.

Text producers select language and **subject matter** according to the text's **purpose** and **audience**.

4.4.2 Language features

Students use written, spoken, non-verbal, visual and auditory language elements to comprehend, interpret, analyse and compose a variety of written and spoken texts for particular contexts, purposes and audiences. As ESL learners students studying this subject must have opportunities to learn the language features relevant to the texts they study and compose in the course, focusing on:

- *vocabulary*
- *grammar*
- *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. When studying vocabulary students should learn about morphology[4] and accepted spelling.

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 amongst 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.

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[4] Morphology refers to the way simple words and basic elements of more complex words are combined.

Table 1: Language features

This table specifies the language features that must be included in the course.

Language features	Examples
Grammar	
Clauses include: • principal • subordinate • thematisation • subject/verb agreement.	adverbial (time, manner, place), adjectival, noun, conditional
Sentences can be: • simple • compound • complex. They can express mood by: • declarative statements • interrogative statements • imperative statements • exclamations. Sometimes shifts can occur in the grammatical structure of spoken and written texts.	inverted word order
Phrases can be: • adjectival • adverbial • noun • prepositional • verb.	
Open word classes include: • noun	gender, number, case, infinitives used as nouns, adjectives used as nouns, gerunds, nominal groups, countable/uncountable (e.g. some work; many tasks; sufficient water)
• verb	conjugation, tense (all tenses and aspects), reflexives, auxiliary, transitive and intransitive, impersonal, infinitives, verbs with specific prepositions, phrasal verbs, voice (active, passive), mood (indicative, imperative, conditional, subjunctive)
• adjective	attributive, predicative, possessive, demonstrative, interrogative, indefinite, regular and irregular forms (positive, comparative and superlative), declension, participles used as adjectives
• adverb	use of adjectives as adverbs, regular and irregular forms (positive, comparative and superlative)

Closed word classes include: • articles • conjunctions • pronouns • prepositions.	definite, indefinite, negative, declension personal, reflexive, accusative and dative, indefinite, emphatic, relative, interrogative, possessive and demonstrative accusative, dative, genitive
Morphemes include: • affixes • inflected endings • bound/unbound.	prefixes: un, in, ir; inter, intra, intro; pre, post; ante, anti suffixes: able, ible; ion; ment; ise; ate

Orthography

Spelling refers to: • sound • word function • semantics.	
Punctuation includes: • end marks • colon and semicolon • dash • direct speech • parenthesis • apostrophe • contractions.	full stop, comma, exclamation mark, question mark
Capitalisation includes: • proper nouns • beginning of sentences and direct speech • acronyms.	

Vocabulary

• metaphor • simile • idiom • connotation	colloquial and idiomatic expressions; slang

Cohesion	
• textual	through repeated use of conjunctions; pronoun referencing (forward/backward acting; inside/outside acting)
• lexical	repeated lexical chains
• connectives.	coordinating, subordinating, correlatives
Modality	
• verbs	shall, will, may, might, can, would, could, should, must
• nominalisations	
• modifiers	definitely, likely, probably, possibly, perhaps, never, always, no, not
• cohesion	
• negatives	whereas, on the contrary
• forms of address.	titles, surnames, pejorative
Oral language features	
Pronunciation, cultural mores, clarity, pace, pitch, intonation, volume, phrasing, pausing, fluency.	
Non-verbal features	
Eye contact, gesture, facial expression.	

4.5   Areas of study

A balanced four-semester course must provide students opportunities to learn through and about the three areas of study. The areas of study may be integrated into a contextualised unit of work. Schools must provide students with opportunities to learn about the elements identified for the three areas of study through speaking and listening, reading and viewing, writing and designing.

- *Language for academic learning*
- *Language of literature*
- *Language of the media.*

4.5.1   Language for academic learning

In *Language for academic learning* students engage with and learn about the language and texts commonly used in academic learning in school and tertiary settings.

In units of work that address this area of study, schools must give students opportunities to learn about these elements of language and texts for academic learning:

- **research skills**
  - using dictionaries and thesauruses
  - locating a variety of sources related to language and texts studied in the course, including

on-line sources
- selecting and evaluating information from a variety of sources
- taking notes from a variety of sources
- in-text citation and referencing sources.

- **writing skills**
  - language appropriate to the purpose and audience
  - generic structures for written texts commonly used in academic learning, including reports and essays
  - conferencing, proof reading and editing.

- **speaking and listening skills**
  - generic structures for spoken texts commonly used in academic learning, including presentations, seminars
  - delivering presentations in class
  - participating as an audience member.

4.5.2   Language of literature

In *Language of literature* students engage with and learn about the language and texts of literature. The study of literature provides students with opportunities to enjoy language used for aesthetic purposes while also gaining insight into the cultural knowledge and practices that underpin literary texts. Schools should provide students with opportunities to experience a range of literary texts from different times, places and cultures. These texts may include Australian texts by Indigenous and non-Indigenous writers, and texts in translation. Schools should consider the language and cultural background and experiences of students in the cohort when selecting texts for study in class.

In units of work that address this area of study, schools should give students opportunities to learn about these elements of literature:

- **prose texts**, including
  - novels, short stories, fables, myths, legends, creation stories, biographies, memoirs
- **drama**, including
  - scripts of TV dramas and comedies, film
  - scripts and/or performances of
    - one act plays, monologues, scripts
    - extracts from or complete contemporary, traditional and Shakespearean plays
- **poetry**, including
  - narrative, dramatic and lyric poems, such as song lyrics, free verse poems, ballads.

4.5.3   Language of the media

In *Language of the media* students engage with and learn about the language and texts of the media. This area of study is particularly relevant to students as media texts are central to their daily lives. By studying media texts, students will have opportunities to learn about the ways the media uses language to entertain, to give information and to persuade readers, listeners and viewers. Schools must provide opportunities for students to experience print, multimodal and hypermedia media texts produced for a range of purposes and audiences.

In units of work that address this area of study, schools must give students opportunities to learn about how language is used in media texts to:

- **entertain**
  - television series or mini-series

- feature films
- interactive narratives

- **give information**
  - newspaper reports
  - feature articles
  - television news and current affairs programs
  - documentary film or television programs

- **persuade**
  - advertisements
  - blogs
  - feature articles
  - editorials
  - documentary film or television program.

It is important to note that media texts may have more than one purpose. For instance, documentary films give their audience information about their subject, and may also aim to persuade the audience to adopt a particular position in relation to the subject.

4.5.4 Selecting texts for the areas of study

When planning a course of study and units of work, schools should select texts that:

- support their students' language learning needs

- suit students' backgrounds, abilities, interests, maturity levels and post-school aspirations

- match unit context and focus

- include spoken, written, visual and electronic resources that:
  - reflect a variety of cultural perspectives
  - are of cultural or aesthetic value and significance
  - are from within and beyond Australia
  - are from the past and the present

- increase in complexity, becoming progressively more complex over the four-semester course

- offer opportunities to learn about and through literary and non-literary texts.

Literary and non-literary text categories

Students must have opportunities to engage with a range of texts to support their language learning.

Students must read, listen to and view a range and balance of texts from different times, places and cultures. Schools may also study texts translated from other languages.

Balanced programs give students the opportunity to compose literary and non-literary texts. It is important to note that there is some overlap between these text categories. For example, literary texts can be persuasive and give opinions and non-literary texts may seek to stimulate an emotional response from the reader.

- **Literary texts**
  Contemporary and traditional texts that use language in aesthetic, imaginative and engaging ways to entertain, to move, to reflect and to express, shape, explore and challenge cultural identity. These texts include narrative and non-narrative forms.

  Examples of literary texts include:
  - novels
  - plays

– poetry
– short stories.

- **Non-literary texts**
  Contemporary, traditional and everyday texts that use language (spoken and written) in precise and accurate ways to explain, analyse, argue, persuade and give opinions; to report on things, events and issues; to transact and negotiate relationships, goods and services.

  Examples of non-literary texts include:
  – biographies and autobiographies
  – memoirs and journals
  – feature films[5]
  – documentary films
  – media and multimedia
  – emergent technologies of hypermedia
  – everyday texts of work, family and community life.

4.6   Composite classes

In some schools, it may be necessary to combine students into a composite Year 11 and 12 class. This syllabus provides teachers with an opportunity to develop a course of study that caters for a variety of circumstances such as combined Year 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-directed study.

The multilevel nature of such classes can prove advantageous to the teaching and learning process because:

- it provides opportunities for peer teaching

- it allows teachers to maximise the flexibility of the syllabus

- it provides opportunities for a mix of multilevel group work, and for independent work on appropriate occasions

- learning experiences and assessment can be structured to allow both Year 11 and Year 12 students to consider the key concepts and ideas at the level appropriate to the needs of students within each year level.

The following guidelines may prove helpful in designing a course of study for a composite class:

- The course of study could be written in a format which alternates between Year 11 (Year A) and Year 12 (Year B), if the school intends to teach the same topic to both cohorts.

- Place a topic at the beginning of each year that will allow new Year 11 students easy entry into the course.

- Learning experiences and assessment instruments need to cater for both year levels throughout the course. Even though instruments may be similar for both year levels, it is recommended that more extended and/or complex instruments be used with Year 12 students.

4.7   Work program requirements

A work program is the school's plan of how the course will be delivered and assessed based on the school's interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

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[5] In English for ESL Learners, feature film is considered a media text and is therefore treated as a non-literary text. In other English subjects it may be appropriate to treat narrative feature films as literary texts.

The school's work program must meet all syllabus requirements and must demonstrate that there will be sufficient scope and depth of student learning to meet the general objectives and the exit standards.

The requirements for work program approval can be accessed on the Queensland Studies Authority's website, <www.qsa.qld.edu.au>.

This information should be consulted before writing a work program. Updates of the requirements for work program approval may occur periodically.

5. Learning experiences

5.1   Planning learning experiences

Major learning experiences should be conceptualised and thoroughly planned prior to the delivery of units of work. There must be a close alignment between what is taught, how it is taught, what is assessed and how it is assessed. When planning learning experiences, teachers should consider the nature of the subject and syllabus requirements, and the ways this subject contributes to learning across the curriculum and beyond school.

5.1.1   The subject and syllabus requirements

Learning experiences in English for ESL Learners should develop students' knowledge about language and how it is used in a range of texts and contexts. They should:

- draw on the five organising principles (see Section 4.3)
- develop student knowledge about and use of SAE in the context of the
  - unit of work and/or identified area/s of study
  - texts selected for study
- allow students to demonstrate selected aspects of all the exit criteria in the culminating assessment instrument/s (see Section 6.8.1, Standards associated with exit criteria).

Teaching and learning language

In English for ESL Learners, planning should focus on the language features students will need to know and use to succeed in the unit of work. Teachers should identify these language features in the texts students will study in class and those they will produce for formative and summative assessment. While it is appropriate for students to study and produce texts in different varieties of English, *learning experiences related to summative assessment should focus on SAE.*

To offer students opportunities to develop their knowledge and use of language, schools must provide students with explicit teaching about language features, structures and conventions. Students should have opportunities to learn about and use language features, structures and conventions through:

- speaking and listening
- reading and viewing
- writing and designing.

Through explicit teaching and experimentation with language features, structures and conventions for a variety of purposes, audiences and contexts, students continue to build and expand the SAE they understand and use.

5.1.2   Learning across the curriculum and beyond school

Students develop the key competencies (see Rationale) through the learning experiences and assessment practices of the English for ESL Learners course. Learning experiences should also provide opportunities for students to develop their cognitive skills in contexts that prepare them not only for assessment but also for life beyond school.

In English for ESL Learners, students:

- collect, organise and evaluate information (KC1) to communicate ideas and information (KC2)
- plan and organise their work (KC3)
- work individually and in groups (KC4)
- have opportunities to use technologies, particularly those relating to the use of computers, in producing texts such as multimodal texts (KC7).

Learning experiences should:

- draw on a range of pedagogical approaches
- embed the cognitive skills required to allow students to achieve the general objectives
- provide opportunities for students to develop their metacognitive skills. Teachers will help students develop their capabilities as self-directed, interdependent and independent learners by
  - helping students to plan work, set goals and reflect upon achievements
  - providing opportunities for students to students to engage in
    - independent and collaborative learning
    - self-paced learning
    - negotiated learning, including topics and texts that reflect their own interests
- provide opportunities for students to explore multiliteracies[6]
- allow for individual and shared enjoyment of language.

5.2   Suggested learning experiences

The learning experiences provided in the following sections are suggestions only. Schools should plan and implement learning experiences that best support their students' learning in English for ESL Learners. Learning experiences have been organised around the three areas of study and provide possible experiences developed around listening and speaking, reading and viewing, writing and designing.

5.2.1   Language for academic learning

Possible learning experiences with a focus on Language of academic learning could include:

- using dictionaries and thesauruses to check meanings and locate alternative vocabulary suited to academic texts
- analysing written or spoken texts important for academic learning to identify
  - cohesive ties and examine how they are used to link ideas
  - appropriate vocabulary
  - grammar structures characteristic of the particular genre or text
  - key features of generic structures, such as reports, essays, spoken and multimodal presentations
- composing a range of texts or parts of texts for academic purposes using
  - a range of grammar, sentence and clause structures characteristic of the genre or text
  - vocabulary and other language features suited to the particular purpose and audience
  - generic structures suited to the particular purpose and audience

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[6] The term multiliteracies covers what has also been regarded as electronic literacies, technoliteracies, digital literacies, visual literacies and print based literacies. (Hill, S 2005, "Multiliteracies of early childhood", paper presented to the Public Libraries of South Australia Conference, SA, 15-16 Aug.)

- analysing multimodal texts to identify important verbal, non-verbal, visual and/or auditory language features
- examining how these features are used to suit academic purposes and audiences
- selecting and evaluating information from a variety of written, spoken, visual and multimodal texts and using in-text citation to reference sources
- examining how the use of ICTs, such as PowerPoint, influences the composition and delivery of a spoken text, such as a speech
- expressing opinions and conclusions in ways that suit academic purposes and audiences
- selecting and organising ideas to compose spoken and written texts that clearly express ideas to an academic audience, such as reports and essays
- evaluating different positions or conclusions offered in an academic response to a text
- evaluating which evidence from texts best supports a position and/or conclusion.

5.2.2 Language of literature

Possible learning experiences with a focus on Language of literature could include:

- analysing written and spoken literary texts to identify
  - vocabulary used to create a particular mood or to evoke a particular emotional response from the audience
  - grammar structures used to achieve a variety of literary purposes, such as describing people and places, creating engaging dialogue, building tension towards the climax of a narrative
  - punctuation used for a range of purposes, such as dialogue
  - key features of a range of literary genres, such as novels, plays and a variety of poetic forms
- composing a range of written and spoken literary texts or parts of texts using
  - a range of grammar, sentence and clause structures characteristic of the genre or text
  - vocabulary and other language features suited to purpose and audience
  - generic structures suited to the particular purpose and audience
- identifying and analysing the narrative features of literary texts, including plot and character
- identifying cultural, social and/or political issues in a variety of literary texts
- selecting and synthesising information from literary texts to compose analytical and/or imaginative responses to literary texts
- identifying the individuals, groups, times, places and issues that are represented in a variety of literary texts; make and justify decisions about why they are represented in similar and/or different ways
- analyse the film treatment of a play, short story or novel to
  - identify similarities and differences
  - draw conclusions about the effectiveness of the film in comparison with the original text
  - provide evidence and arguments to justify these conclusions
- evaluating how language features, such as figurative language, are used to create particular effects in literary texts
- evaluating how and why particular literary texts from different times, places and cultures may or may not be relevant to contemporary learners and/or society.

5.2.3 Language of the media

Possible learning experiences with a focus on Language of the media could include:

- analysing written and spoken media texts to identify
    - vocabulary used to entertain, inform and/or persuade the audience
    - grammar structures used to evoke a particular response from the audience
    - punctuation used for a range of purposes, such as advertising
    - paragraphing used to organise ideas
    - key features of genre that frequently appear in the media, such as news reports, feature articles, editorials and a variety of feature films
- composing a range of texts or parts of texts that respond to or may be featured in the media, by using
    - vocabulary and other language features suited to the purpose and audience
    - a range of grammar, sentence and clause structures characteristic of the genre or text
    - generic structures suited to the particular purpose and audience
- analysing how vocabulary and verbal, non-verbal, visual, auditory and/or language features are selected and used for different purposes and audiences
- analysing how the same event is reported and commented on in different media
- examining how individuals and groups, times and places and their relationships with one another are represented in written, spoken and/or multimodal texts, such as documentaries, feature articles, television and radio news broadcasts
- selecting, organising and synthesising information to compose a media text, such as a script for a radio presentation or television news broadcast
- selecting information about an individual, group, time, place, event or issue to compose texts presenting different perspectives on the subject matter
- evaluating the appropriateness of language features for the purpose and audience of a media text
- evaluating how an individual, group, time, place, event or concept is represented in two or more media texts.

5.3   Planning a unit of work

When preparing units of work for English for ESL Learners, schools should refer to the five organising principles (see Section 4.3) and the three areas of study. Each unit of work should:

- build students' knowledge about and of SAE through a balance of listening and speaking, reading and viewing, writing and speaking
- provide opportunities for students to demonstrate the full range of cognitive demands described in the general objectives
- build on the students' learning in previous units
- support future units of work in the course of study.

A unit of work has the following characteristics:

- a focus (e.g. contextualised approach, area/s of study)
- designated time requirements
- a detailed teaching and assessment plan, including:
    - learning experiences focused on developing students' understanding and use of SAE
    - sequenced learning experiences that, where applicable, integrate listening and speaking, reading and viewing, writing and speaking
    - opportunities for students to monitor their own learning
    - specified resources across a range of relevant genre, modes and mediums

– assessment instrument/s, including instrument description, instrument-specific criteria and standards, and conditions.

Sequencing learning experiences

The sequence of learning experiences in a unit of work should build on and integrate students' prior learning in previous units. Units for English for ESL Learners can be organised around orientating, enhancing and synthesising phases. In a unit of work, teachers may plan to:

- work sequentially through these three phases
- revisit these phases when introducing new language, texts or concepts.

Figure 1 provides a visual overview of the sequential pattern of learning experiences in a unit.

Figure 1: A sample sequence of the three phases in a unit of work
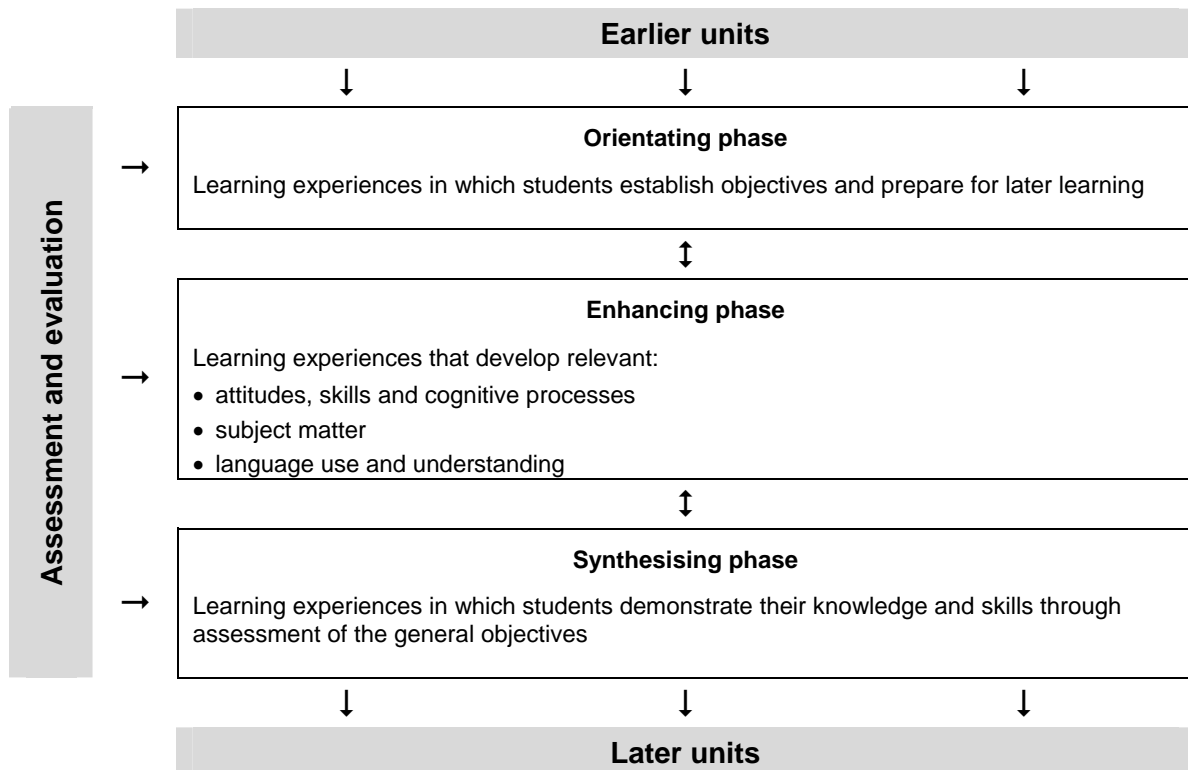
Orientating phase

During the orientating phase of a unit, students understand the focus of the unit, its scope and learning objectives. They are introduced to and begin to develop the language, attitudes, knowledge, skills and cognitive processes they need to successfully undertake the learning experiences and assessment of the unit of work. This is achieved through:

- determining learning objectives to meet personal needs, interests and syllabus requirements
- making collaborative judgments with their teacher about the most effective ways to achieve the learning objectives of the unit
- reading, listening, viewing, writing, speaking/signing to:
  - encounter and evaluate new language, ideas and texts
  - connect their prior life experiences, learning in other subjects and previous English for ESL Learners units with new language, concepts and texts.

Enhancing phase

During the enhancing phase of a unit, students continue to develop the language, attitudes, skills and cognitive processes they need to successfully undertake the learning experiences and assessment. This is achieved through:

- learning and using new language, including vocabulary, grammar, clause and sentence structures, punctuation
- learning and generating new knowledge
- continuing to develop cognitive skills
- selecting, producing and responding to texts for individual and/or group study
- producing texts in individual and/or group contexts
- engaging in in-depth interpretation, analysis and evaluation of texts.

Synthesising phase

During the synthesising phase of a unit, students apply the knowledge and skills they have generated throughout the unit to complete a task, usually for assessment. This is achieved through:

- engaging in task/s set by their teacher, and/or negotiating task/s with their teacher
- drawing together their learning from the unit to demonstrate their ability to understand and use SAE, comprehend and compose texts, according to genre, register variables and textual features.

When planning and negotiating instruments for assessment, schools should consider syllabus requirements for planning and implementing assessment (see Section 6.2, Planning an assessment program).

6. Assessment

Assessment is an integral part of the teaching and learning process. The major purposes of assessment in Senior Authority subjects are to:

- promote, assist and improve learning

- inform programs of teaching and learning

- provide information for students, parents and teachers about the progress and achievements of individual students to help them achieve as well as they are able

- provide comparable levels of achievement in each Authority subject to be recorded in students' learning accounts. The comparable levels of achievement may contribute to the awarding of the Queensland Certificate of Education

- be used as the base data for tertiary entrance purposes

- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

6.1   Principles of exit assessment

An assessment program for the four semester course of study requires consideration of the following principles. **These principles of exit assessment are to be considered together and not individually in the development of an assessment program.**

- Information is gathered through a process of continuous assessment.

- Balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters.

- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.

- Assessment of a student's achievement is in the significant aspects of the course of study identified in the syllabus and the school's work program.

- Selective updating of a student's profile of achievement is undertaken over the course of study.

- Exit assessment is devised to provide the fullest and latest information on a student's achievement in the course of study.

While most students will exit a course of study after four semesters, some will exit after one, two or three semesters.

Continuous assessment

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.

Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental four semester course of study.

In continuous assessment all assessment instruments have a formative purpose. The major purpose of **formative assessment** is to help students attain higher levels of performance.

When students exit the course of study, teachers make a **summative** judgment about their levels of achievement in accordance with the standards associated with exit criteria.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information.

Balance

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessments is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessment means judgments about students' achievements of all the assessable general objectives are made a *number of times* using a *variety* of assessment techniques and a *range* of assessment *conditions* over the developmental four semester course.

See also the section on *Requirements for verification folio.*

Mandatory aspects of the syllabus

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the general objectives of Knowledge about language, Cognitive processes and Communication skills, and
- the three (3) areas of study: **Language for academic learning, Language of literature**, **Language of the media**.

To make the judgment of student achievement at exit from a four semester course of study about the mandatory aspects, the standards associated with exit criteria stated in Section 6.8.1 must be used.

Significant aspects of the course of study

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school's work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the general objectives of the syllabus and complement the developmental nature of learning in the course over four semesters.

Selective updating

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.

As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. Therefore, the information should be selectively and continually updated (not averaged) to accurately represent student achievement.

Schools may apply the principle of selective updating:

- to the whole subject-group
- A school develops an assessment program so that, in accordance with the developmental nature of the course, later assessment information based on the same groups of objectives replaces earlier assessment information.
- to individual students
- A school determines the assessment folio for verification or exit (post-verification). The student's assessment folio must be representative of the student's achievements over the course of study. The assessment folio does not have to be the same for all students, however the folio must conform to the syllabus requirements and the school's approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

Fullest and latest information

Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- "Fullest" refers to information about student achievement gathered across the range of general objectives.
- "Latest" refers to information about student achievement gathered from the most recent period in which achievement of the general objectives is assessed.

As the assessment program is developmental, fullest and latest information will most likely come from Year 12 for those students who complete four semesters of the course.

The fullest and latest assessment data on mandatory and significant aspects of the course of study is recorded on a student profile.

6.2   Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning an assessment program:

- general objectives (see Section 3)
- learning experiences (see Section 5)
- principles of exit assessment (see Section 6.1)
- variety in assessment techniques over the four semester course (see Section 6.5)
- conditions in which assessment instruments are undertaken (see Section 6.5)

- verification folio requirements, i.e. the range and mix of assessment instruments necessary to reach valid judgments of students' standards of achievement (see Section 6.6)
- post verification assessment (see Section 6.6)
- exit criteria and standards (see Section 6.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments. They should also have knowledge of the criteria to be used in relation to each assessment instrument.

Further information can be found at <www.qsa.qld.edu.au> under P–12 syllabuses & support > Years 11 and 12 > Subject areas.

6.3   Special provisions

Guidance about the nature and appropriateness of special provisions for particular students may be found in the Authority's *Policy on Special Provisions for School-based Assessments in Authority and Authority-registered subjects* (2009), available from

<www.qsa.qld.edu.au/ assessment/senior assessment/special provisions.

This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

6.4   Authentication of student work

It is essential that judgments of student achievement are made on accurate and genuine student assessment responses. Teachers should ensure that students' work is their own, particularly where students have access to electronic resources and when they are preparing collaborative tasks.

The QSA information statement *Strategies for authenticating student work for learning and assessment* is available from <www.qsa.qld.edu.au/downloads/publications/paper qsa auth student work.pdf. This statement provides information about various methods teachers can use to monitor that students' work is their own. Particular methods outlined include:

- students planning production of drafts and final responses
- teachers seeing plans and drafts of student work
- maintaining documentation of the development of responses
- students acknowledging resources used.

Teachers must ensure students use consistent accepted conventions of in-text citations and referencing where appropriate.

6.4.1   Advice on drafting

The purpose of viewing student drafts is to provide them with feedback so that they may improve their response. Drafting is a consultation process, not a marking process. Teachers should not award a notional result or level of achievement for the criteria. Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific criteria

sheet should be used to help the students identify the areas they need to review. Schools should consider the principle of *increasing independence* when constructing drafting policies.

What is a draft?

A draft is a response that is nearly good enough to submit for assessment – it is likely to be the student's second or third attempt at the task. Prior to submitting a draft, students may be required to submit a written outline or to discuss their approach to the task with their English teacher.

What sort of feedback will be provided?

In providing feedback, teachers will indicate aspects of the response which need to be improved or developed in order to meet the criteria. Students are often advised to consider other aspects of the text; to work on their role as writer / speaker and show more awareness of the audience; to give priority to the most important points by rearranging the sequence and structure of ideas. Teachers may indicate some textual errors and indicate that the draft requires more careful editing. They may not correct or edit all the textual errors in a draft. Teachers may provide some written feedback on drafts submitted by the due date for the draft; often, teachers provide a summary of their feedback and advice to the whole class.

Table 1: Suggested drafting strategy, demonstrating incorporation of the planning principle of increasing independence

Instruments	Year 11	Year 12
Written	• teacher consultation allowed • outline submitted • maximum two drafts submitted	• teacher consultation allowed • one draft or outline submitted
Spoken/signed	• teacher consultation allowed • maximum of two drafts submitted • feedback provided during rehearsal	• teacher consultation allowed • one draft or outline submitted • feedback provided during rehearsal

6.5   Assessment techniques

The assessment techniques most suited to the judgment of student achievement in this subject are described below. The criteria to which each technique is best suited are indicated also.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

6.5.1   Characteristics of assessment instruments

All assessment instruments developed in the course of study should be congruent with the general objectives of the syllabus and consequently the standards associated with exit criteria. Instruments must be completed under a range of conditions across the course of study.

Instrument descriptions

Instrument descriptions provide:

• the relevant contextual factors, especially those relating to genre (including purpose) and register

- the textual features relevant to the written or spoken/signed language of the instrument
- succinct and easily understood directions for what the students must do.

Instrument-specific criteria and standards

Instrument-specific criteria and standards must be developed and provided to students before beginning work on an assessable task. These will help teachers refine the required learning experiences, aid students in monitoring their own learning and help them self-evaluate.

Schools should note that not all aspects of all criteria will be assessed in any one task. Aspects of relevant criteria must be selected according to instrument demands.

Criteria and standards schemas provide:

- descriptions of the qualities of student work in relevant assessable criteria across standards A to E, reflecting the wording of the table of standards associated with exit criteria
- instrument-specific information on which teacher judgment will be based.

Instrument conditions

Instrument conditions combine with other instrument demands to determine the level of complexity of a particular assessment instrument. Instrument conditions need to be stipulated on each instrument sheet. To develop assessment instruments that are realistic and achievable for students, teachers should give careful consideration to instrument conditions. All aspects of instrument conditions and demands need to be considered when making judgments about the tasks.

Instrument conditions detail:

- time and length requirements including:
    - word length (written) or time length (spoken/signed)
    - amount of time for task (exam/test)
    - notice of task
    - amount of time for drafting or rehearsing
- access to resources
    - drafting and/or rehearsing information
    - details of scaffolding
    - conditions which influence the access to material and human resources (e.g. seen or unseen question)
    - student familiarity with genre and subject matter.

The considerations outlined in Table 1 must be evident in instrument conditions on all instrument sheets. Sample instrument conditions reflecting a variety of assessment instruments and conditions are provided in Appendix 3.

Table 2: Questions to be answered when developing instrument conditions sheets

1	Is this a prepared or previously unseen assessment instrument?
2	What prior notice of instrument requirements are students given for completion of: • first draft or rehearsal and • final draft, performance, or presentation?
3	When presented with the instrument, how familiar are students with the subject matter and genre?
4	What types of resources are accessed during the first draft?
5	To what extent is this access allowed?

6	What types of resources are accessible during final drafting/performance stage?
7	To what extent is access to these resources allowed?
8	What word limit or time length is stipulated for the completed task?
9	What layout conventions are expected for this task?
10	What referencing conventions are to be used for this task?

6.5.2   Written and spoken/signed techniques and conditions

Spoken/signed techniques

Spoken/signed assessment instruments can be live, recorded or multimodal and should include a variety of text types from the following:

- expository texts (e.g. explanation)
- analytical texts (e.g. address, lecture, seminar, speech, report, debate, panel discussion on a significant issue)
- argumentative and persuasive texts (e.g. taking a position at a public meeting or forum, one-to-one interview and conversation)
- reflective texts (e.g. ceremonial address, testimonial, personal storytelling)
- imaginative texts (e.g. dramatic monologue, dramatic re-creation, dramatic performance and improvisation).

Written techniques

Written assessment instruments can be hand written, electronic or multimodal and should include a variety of text types from the following:

- expository texts (e.g. article, explanation, report)
- analytical texts (e.g. discussions, investigative reports, reviews/critiques)
- argumentative and persuasive texts (e.g. letters to the editor, editorial, feature articles, columnists' articles, text for a speech)
- reflective texts (e.g. feature articles, profiles, columns, interviews, biographies, reviews, memoirs)
- imaginative texts(e.g. television and film scripts, stage plays, radio plays, interviews).

Written tasks may be prepared, unprepared, and/or conducted under supervised conditions.

Dictionaries, including bi-lingual dictionaries, may be used. Electronic and programmable dictionaries must not be used.

Expository texts

An expository text is one that seeks to explain, analyse and/or evaluate. It can be written, spoken/signed or multimodal. An **expository text** sets out to describe objects, events or processes in an objective manner, present or convey an argument, to state the solution to a problem or to explain a situation.

An **analytical exposition** is a common type of an expository text with the following structure:

- Introduction - states the thesis through which the topic is introduced and the main idea or point of view is outlined
- Body - provides the ideas, arguments, evidence and issues to support the thesis
- Conclusion – confirms or restates the thesis and position, with reiteration or emphasis.

A **persuasive text** is one that seeks to argue or persuade and is intended to convince readers to accept particular perspectives or points of view. A **reflective text** reflects on events and experiences and may also be persuasive. The following examples may be constructed to persuade or reflect: feature articles, profiles or columns; autobiographies and biographies; interviews; obituaries; reviews.

Imaginative texts

An **imaginative text** is one that uses language in aesthetic and engaging ways to entertain, to move, to express and reinforce cultural identity, and to reflect. Imaginative texts can be written, spoken/signed or multimodal. Examples include poems, novels, short stories, drama scripts, and monologues.

Guidelines for task length

The following guidelines are offered to help teachers design instruments. Consideration should be given to the match amongst length and genre, instrument demands and conditions. Length should not be considered separately. Note that there may be an extension to the upper limits of these guidelines if complexity of a particular instrument or genre requires it.

Table 3: Suggested instrument lengths

Instruments	Year 11	Year 12
Written		
Under test conditions	500 – 600 words	600 – 800 words
Other conditions	600 – 800 words	800 – 1000 words
Spoken/signed		
Individual short	3 – 4 minutes	4 – 6 minutes
individual long	5 – 7 minutes	7 – 10 minutes
pair or group (short only)	2 – 3 minutes per speaker	3 – 5 minutes per speaker

6.6   Requirements for verification folio

A verification folio is a collection of a student's responses to assessment instruments on which the level of achievement is based. For students who are to exit with four semesters of credit, each folio must contain the range and mix of assessment techniques for making summative judgments stated below.

Students' verification folios for *English for ESL Learners* must contain:

- a minimum of **five** and a maximum of **six** assessment instruments.

6.6.1   Written requirements for verification folio

Instrument descriptions

At verification student folios must contain **three or four written instruments**, including

- one analytical response to a text or texts, and
- one persuasive text or one reflective text
- one instrument must be a response to literature from the area of study *Language of literature*

- at least two instruments assessing all three criteria.

Instrument conditions

Two of the written instruments in the verification folio must be conducted under supervised conditions:

- one instrument must be in response to an unseen question, completed in one uninterrupted session.
  An unseen question is defined as one that students have not previously sighted. While the question must be unseen, students should be familiar with the subject matter, resources, text type/genre that may support the response.

- the other instrument may have more flexible supervised conditions, but schools need to be able to ensure that there is no question of authorship of student work.

6.6.2   Spoken/signed requirements for verification folio

Instrument descriptions

At verification student folios must contain **two or three spoken/signed instruments**, including

- one analytical response to a text or texts

- at least one spoken/signed instrument assessing all three criteria

Instrument conditions

One spoken/signed instrument must be:

- prepared and presented, delivered or performed by individual students

- presented in Semester 4 of the course.

6.6.3 Confirmation of spoken/signed tasks

It is necessary to supplement the school submission of folios for monitoring and verification with confirmation of two students' spoken/signed assessments. This evidence is to be in one of two forms: video or audio recording.

This means that each school's submission for Year 11 monitoring and Year 12 verification **must** include a video or audio recording that has two presentations of the one spoken/signed task — **one** representing a typical *A* standard and **one** representing a typical *C* standard. If there is no *A* standard available, then the next highest presentation in the cohort should be supplied.

The recording should be cued and clearly labelled with school name and school code. It should be accompanied by the task sheet including task-specific criteria and standards. The achievement of each of the two students in the presentations should also be labelled on the recording with a statement about their placement within the band, such as "mid Sound". Scripts or student notes, such as palm cards, must also accompany the sample recordings.

Video or audio recordings do not have to illustrate presentations of the individual students whose folios have been included in the submission.

The student response submitted as an *A* standard for the spoken/signed task does not have to be that of a student whose overall level of achievement may be VHA.

Similarly, the student response submitted as a *C* standard for the spoken/signed task does not have to be that of a student whose overall level of achievement may be SA.

At verification, the recording is meant to confirm teacher judgments and so sophisticated recording techniques and extensive editing are not required. The recording provides an authentic

record of the two students' presentations as they occurred in their selected contexts.

For information about preparing monitoring and verification submissions schools should refer to www.qsa.qld.edu.au/assessment/senior assessment/forms and procedures.

6.6.4   Post-verification assessment

Schools must use assessment information gathered after verification in making judgments about exit levels of achievement for those students who are completing the fourth semester of the course of study. For this syllabus, students must complete either one written or one spoken/signed task that assesses all three criteria.

6.6.5   Student profile

The purpose of the student profile is to record student achievement over the four semester course of study. Key elements on the profile include:

- semester units/themes/topics
- assessment instruments in each semester
- standard achieved in each criterion for each instrument
- instruments used for summative judgments
- interim level of achievement at monitoring and verification.

Schools may use the sample profile template in the appendix or design their own.

6.7   Exit criteria and standards

The purpose of exit criteria and standards is to make judgments about students' levels of achievement at exit from a course of study. The criteria are stated in the same categories as the assessable general objectives of the syllabus. The standards describe how well students have achieved the general objectives and are stated in the table *Standards associated with exit criteria*.

The following criteria must be used:

Criterion 1: *Knowledge about language*

Criterion 2: *Cognitive processes*

Criterion 3: *Communication skills*.

Each criterion must be assessed in each semester, and each criterion is to make an equal contribution to the determination of exit levels of achievement.

6.8   Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

    Very High Achievement

    High Achievement

    Sound Achievement

    Limited Achievement

    Very Limited Achievement.

Exit levels of achievement are summative judgments made when students exit the course of study. For most students this will be after four semesters. For these students, judgments are based

on exit folios providing evidence of achievement in relation to all general objectives of the syllabus and in accordance with the criteria and standards.

Determining a standard

The standard awarded is an *on-balance judgment* about how the qualities of the student's work match the standards descriptors overall in each criterion. This means that it is not necessary for the student to have met every descriptor for a particular standard in each criterion.

When standards have been determined in each of the criteria for this subject, the following table is used to award exit levels of achievement, where *A* represents the highest standard and *E* the lowest. The table indicates the *minimum combination of standards* across the criteria for each level.

Awarding exit levels of achievement

VHA	Standard A in any two criteria and no less than a B in the remaining criterion
HA	Standard B in any two criteria and no less than a C in the remaining criterion
SA	Standard C in two criteria, one of which must be *Communication skills*, and no less than a D in the remaining criterion
LA	At least Standard D in any two criteria
VLA	Standard E in the three criteria

Some students will exit after three, two or one semesters. For these students, judgments are based on folios providing evidence of achievement in relation to the general objectives of the syllabus focussed on to that point of time. The particular standards descriptors related to the objectives focussed on are used to make the judgment.

Further information can be found at <www.qsa.qld.edu.au/assessment/senior assessment/forms and procedures>, scroll to additional guidelines and procedures.

6.8.1 Standards associated with exit criteria

	A	B	C	D	E
Knowledge about language	The student work has the following characteristics: • highly effective control and / or exploitation of a wide range of verbal, non-verbal, visual and auditory features[7] • precise and sustained control of a wide range of grammatical conventions • discerning and consistent use of cohesive devices clearly linking ideas throughout texts • command of an extensive range of suitable vocabulary • discerning use and consistent control of appropriate paragraphing, spelling and punctuation.	The student work has the following characteristics: • effective control of a range of verbal, non-verbal, visual and auditory language features • sustained control of a range of grammatical conventions • consistent use of cohesive devices linking ideas and connecting parts of texts • a range of vocabulary suitable for the particular purpose • Sustained use of appropriate paragraphing, a range of punctuation and spelling.	The student work has the following characteristics: • suitable use of verbal, non-verbal, visual and auditory language features • suitable application of grammar, with most clause and sentence structures grammatically accurate • appropriate cohesive devices linking ideas and connecting parts of texts • vocabulary suitable for the particular purpose • control of basic paragraphing, appropriate punctuation and spelling.	The student work has the following characteristics: • use of verbal, non-verbal, visual and auditory language features • application of basic grammar, with basic clause and sentence structures grammatically accurate • simple cohesive devices connecting parts of texts • basic vocabulary • basic paragraphing, some appropriate punctuation and spelling.	The student work has the following characteristics: • some evidence of basic verbal, non-verbal, visual or auditory language features • basic sentence structures grammatically accurate • basic connections between sentences • narrow range of basic vocabulary • some appropriate punctuation and spelling.

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[7] Spoken /signed features – pronunciation, phrasing and pausing, audibility and clarity, volume, pace

Non-verbal features – facial expressions, gestures, proximity, stance, movement

Visual features – graphics, still and moving images; graphic design elements

Auditory features – music, silence and sound effects.

Cognitive processes	The student work has the following characteristics: • discriminating selection, in-depth analysis and synthesis of relevant subject matter from a wide variety of texts • insightful inferences and thorough evaluations drawn suitable to the context • Insightful positions offered and maintained leading to accurate conclusions with well-substantiated justifications of decisions.	The student work has the following characteristics: • appropriate selection, effective analysis and synthesis of subject matter from a variety of written and spoken texts • accurate inferences and effective evaluations drawn suitable to the context • realistic positions offered and maintained leading to accurate conclusions and effective justifications of decisions.	The student work has the following characteristics: • appropriate selection, simple analysis and synthesis of subject matter from a variety of written and spoken texts • simple inferences and evaluations drawn suitable to the context • realistic positions offered and maintained leading to simple conclusions and justifications of decisions.	The student work has the following characteristics: • selection and simple analysis of subject matter • simple inferences suitable to the context made • positions offered and simple conclusions made.	The student work has the following characteristics: • selection simple of subject matter • simple inferences made • opinions offered.
Communication skills	The student work has the following characteristics: • exploitation of genre patterns and conventions that clarify or enhance meaning • insightful and perceptive integration of language features that effectively respond to the particular audience, purpose and context enhancing meaning • logical selection, cohesive organisation, insightful presentation and expression of complex ideas that suits the particular audience, purpose and context.	The student work has the following characteristics: • control of genre patterns and conventions that suit the context • integration of language features that effectively respond to the particular audience, purpose and context strengthening meaning • logical selection and organisation, effective presentation and expression of complex ideas that suits the particular audience, purpose and context.	The student work has the following characteristics: • control of genre patterns that suit the context • integration of language features that effectively respond to the particular audience, purpose or context • suitable presentation and expression of ideas that suits the particular audience, purpose and context.	The student work has the following characteristics: • aspects of genre patterns that mostly suit the context • language features that respond to the particular audience, purpose or context • presentation and expression of simple ideas	The student work has the following characteristics: • aspects of genre patterns • language features • statements of simple ideas.

7. Quantitative concepts and skills

Success in dealing with issues and situations in life and work depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, space, probability and statistics, measurement and algebra

- extract, convert or translate information given in numerical or algebraic forms, diagrams, maps, graphs or tables

- calculate, apply algebraic procedures, implement algorithms

- make use of calculators and computers

- use skills or apply concepts from one problem or one subject domain to another.

Some subjects focus on the development and application of numerical and other mathematical concepts and skills. These subjects may provide a basis for the general development of such quantitative skills or have a distinct aim, such as to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

Nevertheless, in all subjects students are to be encouraged to develop their understanding and to learn through the incorporation — to varying degrees — of mathematical strategies and approaches to tasks. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within each of their subject domains.

The distinctive nature of English for ESL Learners may require that new mathematical concepts be introduced and new skills be developed. In many cases, however, it will be a matter for teachers, in the context of their own subjects, having to encourage the use of quantitative skills and understandings that were developed previously by their students. Within appropriate learning contexts and experiences in the subject, opportunities are to be provided for the revision, maintenance, and extension of such skills and understandings.

8. Educational equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools should incorporate the following concepts of equity.

All young people in Queensland have a right to gain an education that meets their needs, and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non–English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

Resource materials used should recognise and value the contributions of both females and males to society and include social experiences of both genders. Resource materials should also reflect cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. The variety of assessment techniques in the work program should allow students of *all* backgrounds to demonstrate their knowledge and skills related to the criteria and standards stated in this syllabus. The syllabus criteria and standards should be applied in the same way to all students.

Teachers should consider equity policies of individual schools and schooling authorities, and may find the following resources useful for devising an inclusive work program:

ACACA 1996, *Guidelines for Assessment Quality and Equity*, available from <www.acaca.org.au>

ANTA 2004, *A Guide to Equity and the AQTF*, available from Australian Training Products Ltd <www.atpl.net.au>

QSA 2006, *Policy on Special Consideration in School-based Assessments in Senior Certification*, available from <www.qsa.qld.edu.au>

QSA 2006, *Policy Statement: Equity*, available from <www.qsa.qld.edu.au>

EQ 2005, *Inclusive education statement*, available from <http://education.qld.gov.au/studentservices/>

EQ 2006, *Education Policy and Procedures Register: Inclusive education*, available from <http://education.qld.gov.au/strategic/eppr/>

QSCC 2001, *Equity Considerations for the development of curriculum and test material*, available from <www.qsa.qld.edu.au>

QCEC 2001, *Inclusive Practices in Queensland Catholic Schools*, available from <www.qcec.qld.catholic.edu.au>

Resources

Text and reference books

A wide variety of textbooks and resource materials that could be used as sources of information about English for ESL Learners are available. Book suppliers provide information regarding current publications.

Teacher reference

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Collie J and Slater S 1993, *Short Stories for Creative Language Classrooms*, Cambridge University Press, Cambridge.

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Corbett D with Brawn P 2002, *Listening to Australia – Advanced*, NSW AMES, Sydney.

Cox, P and Goldsworthy, F 1995, *Featuring Film*, Vol 1 and Vol 2, Oxford University Press, Melbourne, Australia.

Crystal, D. 2004, *Rediscover Grammar*, Pearson Education, Essex. ISBN 0 582 84862 8

Curriculum Corporation 1996, *Talking our Way into Literacy*, Curriculum Corporation, Victoria, Australia.

Dal Bosco A and Davies W 2001, *Tales from a Suitcase*, Thomas C Lothian, Port Melbourne.

Derewianka, B. 1990, *Exploring How Texts Work*, PETA, Sydney.

Eagleton, T 1996, *Literary Theory: An Introduction*, 2nd edn, Basil Blackwell, Oxford, United Kingdom.

Eather, G 1998, *In Focus: Reading and Viewing Film and VideoTexts*, Heinemann, Reed International Books, Port Melbourne, Australia.

Eggins, S. 1994, *An Introduction to Systemic Functional Linguistics,* Pinter, London. ISBN 1 85567 209 X.

English as a Second Language Curriculum Project 1993, *Teaching and Learning Strategies for ESL Learners R-12*, Education Department of South Australia, South Australia.

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Nelson, South Melbourne.

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English Teaching: Practice and Critique, online journal published by The University of Waikato.
Essential Teacher, magazine for P–12 ESL and EFL workplaces, Teachers of English to Speakers of Other Languages, USA.
Idiom, Journal of the Victorian Association for the Teaching of English, Australia.
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Dictionaries/Thesaurus
Collins Cobuild Dictionary of Idioms (latest reprint, 2000), HarperCollins, London.
Collins Paperback Thesaurus (latest reprint, 2004), HarperCollins, Glasgow.
Macquarie Learner's Dictionary 1999, Macquarie Library, Sydney.
Macquarie Study Dictionary 1998, Jacaranda, Brisbane.

CD Rom
Issues in English – an interactive multimedia program for adult language and literacy learners, 1996, Protea Textware, Hurstbridge, Victoria.

World wide web
Websites often change or are available for a relatively short time. The following is a small selection of websites that were current at the time of original publication of this syllabus, and that are likely to continue to be available at the listed web address.
Search engines such as Google (www.google.com) are a useful tool for teachers and students wishing to access recent web-based materials. In addition, the websites of most major newspapers, local and international, are a useful source of articles and reviews. Many e-journals are available for subscription.
ACT Department of Education and Training
  www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnAssessment.htm
  www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnCriticalThinking.htm
  www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesGeneral.htm
  www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnGroupWork.htm
  www.det.act.gov.au/bsss/moderat.htm
  www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnOralPresentations.htm
  www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnPlagiarism.htm
  www.det.act.gov.au/bsss/TeachingAndLearning/TLResourcesOnRubrics.htm
Adelaide University: a guide to Australian literature on the web.
  http://www.library.adelaide.edu.au/guide/hum/english/E_Aust.html
Archive of classic print ads: http://www.adflip.com
The Australian Association for the Teaching of English. http://www.aate.org.au
The Australian Broadcasting Corporation: transcripts of ABC radio programs are available shortly after transmission at http://www.abc.net.au
Cambridge English language teaching website: http://www.cambridge.org/elt/inuse
Education Queensland provides home webpages of state schools in Queensland.
  http://www.education.qld.gov.au/schools

Film Australia library: synopses and teacher notes, production reports and media releases.
 http://www.filmaust.com.au
Indigenous learners and language - resources and teaching ideas. Australian Council of TESOL
 Associations website, http://www.tesol.org.au/esl/resources.htm
 The Internet Public Library: online literary criticism collection. http://www.ipl.org.ref.litcrit
National Gallery of Australia: Picture Australia contains around 16 000 Australian prints from the
 National Gallery of Australia. http://www.pictureaustralia.org/index
National Library of Australia: guide to Australian literature on the internet.
 http://www.nla.gov.au/oz/litsites.html
Norton Topics Online is the web companion to The Norton Anthology of English Literature.
 http://www.wwnorton.com/nacl/
Project Gutenberg: massive internet book repository allows user to search for a full text work by
 author or title, download text, or read a .txt version. http://www.gutenberg.net
Queensland Studies Authority: includes English resources formerly provided by the Queensland
 Board of Senior Secondary School Studies. http://www.qsa.qld.edu.au
Rutgers University: literary resources from Jack Lynch. http://andromeda.rutgers.edu/~jlynch/Lit
Shakespeare: there are many sites that provide full texts of Shakespeare's works, one of which is:
 http://www.shakespeare.com
State Library of Victoria: an extensive Australian literature database.
 http://www.vicnet.net.au/~ozlit
Scripts and playwriting resources:
 perspicacity provides playwriting resources, monologues, workshops.
 http://www.perspicacity.com/elactheatre
 script-o-rama provides many television and film scripts. www.script-o-rama.com
Websites of overseas newspapers such as the *London Times*, the *New York Times*, the *Washington
 Post*, the *Irish Times*, offer reviews of texts that may, for example, allow students to compare
 the approaches and reactions of reviewers from one paper to another.
Other websites:
 http://members.tripod.com.~lklivingston/essay
 http://webster.commnet.edu/grammar/composition
 www.english.unitecnology.ac.nz – a site for English teachers (years 1-13).
 ESL movies - http://www.eslmovies.com
 www.eslplanet.com/teachertools/argueweb/frntpage.htm
 www.geocities.com/SoHo/Atrium/1437/expo.html

Videos

A selection from the Curriculum Corporation and AATE (Australian Association for the
 Teaching of English), telephone 1800 337 405
Critical Literacy: Readings and resources, 1996, 60 minutes
Teaching About Language: Learning about language, 1997, 56 minutes
Teaching English: A practical guide for teachers, 1997, 58 minutes
Oral Language and the Teaching of English, 1999, 60 minutes
A selection from Video Education Australasia (VEA), 111A Mitchell Street, Bendigo, Victoria,
 3550 (catalogue accessible at www.vea.com.au)
Moving Pictures as Text: An introduction to the language of film and television, 1997, 20
 minutes.
Images and meaning: Analysing visual text in newspapers, 1997, 30 minutes.
The Australian Film and Television School (catalogue accessible at www.aftrs.edu.au)

Newspaper reports

Many newspapers carry regular pages, columns and features about English for ESL Learners.
Local newspapers can also be a source of useful data. The compilation of news files on particular

topics can broaden the knowledge base of students and provide a valuable source of material for developing assessment instruments.

Electronic media and learning technology
A wide range of videos, DVDs and television recordings are available on a variety of topics related to English for ESL Learners. A variety of computer software programs and CD-ROMs may be useful for a course in English for ESL Learners, both as learning tools, to gain access to information presented in a variety of forms and to assist students in gaining ICT skills. Educational program distributors are able to supply updated resource lists.

Organisations and community resources
A variety of government and community organisations provide personnel, advice, resources and information to assist in constructing and implementing a course in English for ESL Learners.

Glossary

Analyse is to break up a whole into its parts, to examine in detail to determine the nature of; to look more deeply into and to detect the relationships between parts.

Assessment instruments are particular methods developed and used by a school to gather information about student achievement.

Assessment is the purposeful and systematic collection of evidence about students' achievements.

Continuous assessment

The process of gathering evidence about students' **achievements** throughout a course of study.

Criteria-based assessment

Judgments about student **achievement** are made by matching student work with previously identified **criteria** and **standards descriptors**.

Externally-moderated school-based assessment

The **assessment regime** in Queensland's **senior phase of learning** whereby teacher's judgments of **standards** are **moderated** by panels of teachers trained and appointed by the **Queensland Studies Authority.**

Formative assessment

Assessment whose major purpose is to help students achieve higher levels of performance.

Standards-based assessment

Judging the quality of student achievement with reference to pre-stated **standards**.

Summative assessment

Assessment whose major purpose is to indicate the **achievement** status or **standards** achieved at particular points of schooling. It is geared toward **reporting** or **certification**.

Assessment instrument is the tool or device used to gather information about student achievement.

Assessment techniques are the methods used to gather evidence about student achievement.

Attitudes are emotional aspects of learning, and one of the underlying elements of language use.

Auditory features are textual features relating to sound (e.g. music, silence, sound effects).

Clauses are units of meaning signalling sequence and cause/effect relationships between ideas; weighting the importance of ideas.

Closed word classes make up the structure of sentences and include articles, conjunctions, pronouns and prepositions.

Comparability is the consistent application of standards by teacher-assessors across the state so that student achievements of equivalent standards are recognised as such.

Conditions, supervised

Conditions that remove any doubts of student authorship. The most common form is an exam.

Context is a framework for linking concepts, learning experiences and assessment. A context provides a meaningful application of concepts in real-world situations.

Course of study is an organised amount of learning described in a syllabus, training package, subject, course or project that meets the quality criteria.

Criteria sheet is a tool for making judgments about the quality of students' responses to an assessment instrument. It lists the properties or characteristics used to assess students' achievements.

Criteria and standards matrix is a chart in a syllabus describing the qualities of A–E grades of student achievement.

Criterion (plural: criteria) is a property, dimension or characteristic by which something is judged or appraised.

Enhancing phase is the phase of a unit in which students learn the subject matter and language they need to undertake the activities in the synthesising phase. Compare with orientation phase and synthesising phase.

Evaluate is to establish the value, quality, importance, merit, relevance or appropriateness of information, data or arguments based in logic as opposed to subjective preference.

Exit level of achievement is the standard reached by students at exit judged by matching standards in student work with the exit criteria and standards stated in a syllabus.

Externally-moderated school-based assessment is the assessment regime in Queensland's Senior phase of learning whereby teacher's judgments of standards are moderated by panels of teachers trained and appointed by the Queensland Studies Authority.

Field: the subject matter that is being developed within the text and has recognisable meaning in the social system. For example, the field of a recipe includes ingredients and steps in the production of a food item.

First language is a language a person learns from birth. It may be the only language in which a person is fluent.

Folio is a collection of student responses to the **assessment instruments** over a **course of study**.

> **Exit folio**
>
> The **student folio** at the time a student exits from **a course of study**.
>
> **Verification folio**
>
> The **student folio** at the time of **verification**.

Genres are conventionalised, staged, purposeful language interactions that occur among, and are recognised by, those who participate within a certain culture. They are based on shared knowledge and practices and exhibit distinguishing structures, features and patterns that relate to context, purpose and audience. Despite this, genres are not static, but are dynamic, and change in response to a range of factors, such as social context, purpose, and experimentation. Some texts are hybridised or multi-generic.

Global aims are statements of the long-term achievements as well as attitudes and values that are to be developed by students of a subject, but which are not directly assessed by the school.

Home language is a language spoken in the home most often or on a regular basis. It may be different from the main language of the community. It may or may not be the person's first language.

Identify is to recognise, name or select.

Interpret is to give meaning to information presented in various forms, such as words, symbols, pictures or graphs.

Intertextuality: the relationship between a particular text and those texts that have preceded it or are contemporaneous with it. Intertextuality refers to the genres the text derives from, the discourses that can be traced within them, the subject matter of preceding texts that may be alluded to by the writer, speaker or shaper, or that the reader, viewer or listener may have previously experienced. No text occurs in isolation, but must be understood in the context of the web of texts that precede and coexist with it. All kinds of texts — such as novels, poems, films or jokes — gain meaning through their similarities to other texts.

Key competencies define skills essential for effective participation in adult life, including further education and employment.

Learning experiences are the activities teachers plan for students to achieve objectives/outcomes.

Level of achievement

Exit level of achievement

The overall **standard** reached by students by the time they complete a **course of study.** There are five exit levels of achievement: Very High Achievement (VHA), High Achievement (HA), Sound Achievement (SA), Limited Achievement (LA) and Very Limited Achievement (VLA). An exit level of achievement is usually issued at the end of four **semesters** of study, but may be issued at the end of one, two or three **semesters** of study.

Interim level of achievement

A decision about the overall **standard** reached by students at any time other than when they exit a **course of study**.

Medium: the channel of communication and may include face to face, film, television, stage, radio, print and electronic media. Multimodal texts, formed by various combinations of these channels of communication, have become increasingly prevalent with technological developments.

Mode: a system of communication chosen as the way to transmit a message. The choice of language mode may be written, spoken, nonverbal, visual or auditory. In combination, these systems of communication form multimodal texts.

Moderation

External moderation

Formal procedures administered by the **Queensland Studies Authority** to ensure that teacher judgments about **standards** are **comparable** between schools.

Internal moderation

Procedures administered by a school to ensure that teacher judgments about **standards** are **comparable** within the school**.**

Monitoring is the process by which review panels provide advice to schools on the quality of their assessment instruments and the standards reached by students to that point in time. Monitoring occurs at the end of Year 11.

Morphemes are the smallest linguistic units that have semantic meaning. A morpheme is free or unbound if it can stand alone, or bound if it is used exclusively alongside a free morpheme.

Nonverbal features are features contributing to spoken/signed and multimodal presentations:

- facial expressions
- gestures
- proximity
- movement
- stance.

Objectives (Attitudes and values) are the attitudes, values and feelings the **subject** aims to develop which may be manifest in overt performances. Affective objectives are not assessed for the award of **exit levels of achievement.**

Objectives (General) are those which the school is intended to pursue directly and student **achievement** of these is **assessed** by the school.

On-balance judgment is the decision as to which standard is the best match to the student work.

Open word classes can be added to sentences and include nouns, verbs, adjectives and adverbs.

Orthography of a language is the set of symbols used to write a language, as well as the set of rules describing how to write them. It includes spelling, punctuation and capitalisation.

Orientating phase is the first phase of a unit in which students come to understand its scope and learning expectations and to collaborate in its further development. Compare with enhancing phase, synthesising phase.

Positioning: how texts influence readers to read in certain ways. Readers are positioned or invited to construct particular meanings in relation to the characters, the arguments, or the groups in the text.

Relationships: (tenor) the relationships developed with the audience through deliberate selection of language features. For example, choice of vocabulary, modality, clause and sentence structure enable intended affect, social distance and influence to be established with the audience.

Review panels are panels of teachers who put into effect the Queensland Studies Authority's moderation procedures.

Role: the position language users adopt in creating text to develop a relationship with audiences. For example, the role may be created through an authoritative stance.

Scaffolding is the process of supporting students to respond to assessment instruments.

Spoken/signed features are features of texts include: pronunciation; phrasing and pausing for emphasis; audibility and clarity; volume; pace; facial expressions; gestures; proximity; stance; movement.

Standard (of assessment) are fixed reference points for describing how well students have achieved the general objectives in the syllabus.

Standards descriptor is a statement or list of statements that succinctly conveys the required quality of, or features in, student work in order to be awarded a particular standard (of assessment).

Standard Australian English is the form of Australian English which conforms to the perceived notion of appropriate usages for serious writing.[§§] Reference texts, such as Pam Peters' *The*

[§§] The Macquarie Library Pty Ltd 2005, *The Macquarie Dictionary*, 4th edn, The Macquarie Library Pty Ltd, Macquarie University, NSW.

Cambridge Australian English Style Guide and other publications from the Macquarie University Department of Linguistics, including *The Macquarie Dictionary,* are useful tools in establishing accepted language conventions.

Student profile of achievement is the recorded information about student performance on assessment instruments undertaken periodically throughout the course of study.

Student work is the student response to an assessment instrument.

Subject is a course of study defined by a syllabus.

Subject matter is the knowledge about language and how it is used to write and shape texts; knowledge about how to use language to read, view and listen to texts and determine meaning; knowledge about how to use language to speak and convey meaning; use of words, quotes, description and information in texts to exemplify language strategies used by writers; understanding how and why technical and literary devices contribute to the way an argument/plot is developed or a character is portrayed.

Syllabus is a document that prescribes the curriculum for a course of study for schools and includes standards of learning and standards of assessment.

Synthesising phase is the final phase in a unit in which students make use of various aspects of subject matter and language that they have developed. Compare with orientation phase and enhancing phase.

Tenor is the roles adopted by, and the nature of the relationships between, speaker/signer and listener, shaper and viewer, and writer and reader. It refers also to the effects of interpersonal distance on those roles and relationships. Interpersonal distance describes the nature of the rapport established between people who communicate with each other. Interpersonal relationships may include those that are intimate or distanced, neutral or emotionally charged, and evenly or unevenly balanced in terms of power.

Tenor can also refer to and indicate the stance taken in relation to subject matter.

Text is a coherent piece of written, spoken, nonverbal, visual or auditory language, or some or all of these in combination, produced in an interaction in a social context.

Textual features are those components of texts that are chosen to suit context according to purpose, genre and register. Textual features include: cohesion, clause and sentence structure, grammar, vocabulary, paragraphing, punctuation and spelling, layout, visual and auditory features, as well as spoken/signed and nonverbal features.

Unit of work is a planned program of study. The learning experiences, and where possible the assessment, is generated through a purposeful context for learning.