At senior level, English involves the systematic study of language to build increased understanding of the relationships among texts, language and literacies as social practices, with the emphasis on how these relationships help to make meaning in particular cultural contexts and social situations. Students develop their ability to use language to talk about language and about its use in texts. By studying texts, by learning and using language, students develop their capacities as literate members of Australian and global communities to participate actively in the worlds of work, study and leisure among other human pursuits.

**WHY STUDY SENIOR ENGLISH?**

English is used by most Australians to communicate with others in our culturally diverse communities. As a major international language, it has power and influence in the world context. Proficiency in English for all Australians enables them to share in and contribute to current and future local, national and global communities and cultures.

**WHAT IS STUDIED IN SENIOR ENGLISH?**

The aim is achieved through a program in which students develop and refine portable knowledge about language and how it is used in a range of texts and situations within the culture. Students gain understandings about discourse, genre, register and textual features in order to examine the ideas, cultural assumptions, attitudes, beliefs and values in a range of texts.

Throughout the two year course, students are introduced to variety of genres (oral, visual, auditory, written and electronic written) such as:

- traditional and contemporary literature from Australia and other countries
- letters and diaries
- short stories
- poetry/song lyrics
- drama
- film
- creative/reflective writing
- expository/informative writing
- media texts
- electronic texts

**HOW ARE STUDENTS ASSESSED?**

Students’ speaking and writing are assessed according to the following criteria:

**Criterion 1: Knowledge and control of texts in their contexts**

This criterion requires students to interpret texts and construct their own texts, taking account of the way that meanings in texts are shaped by purpose, cultural context and social situation.

**Criterion 2: Knowledge and control of textual features**
This criterion requires students to gain knowledge, understanding and control of how different language systems (written, spoken/signed, visual, nonverbal, auditory) work in texts and to select textual features appropriate to purpose, genre and register.

**Criterion 3: Knowledge and application of the constructedness of texts**

This criterion requires students to recognise that discourses available in the culture affect the representations in, and readings of, texts. It requires students to identify how readers, listeners and viewers are positioned by the choices that writers, speakers and shapers make about what to include in and exclude from the text. Students apply this knowledge in the production of their own texts by making choices about what to represent and how to represent it.

Year 11 assessment is formative whereas all Year 12 assessment is summative.

Assessment possibilities include:

**Written**
- analytical expositions (e.g. poetic analysis, film analysis)
- imaginative texts (e.g. short story, drama script)
- persuasive/reflective texts (e.g. feature article, obituary, biography)

**Spoken**
- expository texts (e.g. media analysis, panel discussion)
- imaginative texts (e.g. storytelling, dramatic re-creation)
- persuasive/reflective texts (e.g. eulogy, testimonial, forum)

Task conditions vary and consideration is given to:
- student familiarity with genre and subject matter
- amount of prior notice of subject matter and/or genre
- amount of time for task, length of task
- conditions which influence the access to material and human resources
- amount of time for drafting and redrafting or rehearsing
- opportunities for student documentation of, and reflection on, feedback about drafting or rehearsing.

**WHERE MIGHT SENIOR ENGLISH LEAD?**

Skills learned through the study of English are important in every profession and occupation. Students should have achieved a Sound Level of Achievement in Year 10 English in order to enrol in the Year 11 academic class.