WACE
Western Australian Certificate of Education

ENGLISH

GENERAL COURSE

Year 12 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2016.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

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Content

Rationale

The English General course focuses on consolidating and refining the skills and knowledge needed by students to become competent, confident and engaged users of English in everyday, community, social, further education, training and workplace contexts. The English General course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

The course develops students' language, literacy and literary skills to enable them to communicate successfully both orally and in writing and to enjoy and value using language for both imaginative and practical purposes.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written, multimodal, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape how the audience makes meaning. Both independently and collaboratively, they apply their knowledge to create analytical, imaginative, interpretive and persuasive texts in different modes and media.

Aims

All senior secondary English courses aim to develop students' ability to:

- listen, speak, read, view and write

- create texts for a range of purposes, audiences and contexts

- understand and appreciate different uses of language.

In addition, the English General course aims to develop students' ability to:

- use and apply language and information effectively, confidently and creatively in vocational, community and academic contexts and enhance their broader communication skills

- understand the ways in which text structure, stylistic features and register combine to make meaning and influence responses

- be proficient in comprehending and creating a range of written, oral, multimodal and digital forms

- work collaboratively, interacting confidently and effectively with others in everyday, community, social and applied learning contexts.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

Unit 3 focuses on exploring different viewpoints presented in a range of texts and contexts. Students:

* explore attitudes, text structures and language features to understand a text's meaning and purpose

* examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning

* consider how perspectives and values are presented in texts to influence specific audiences

* develop and justify their own interpretations when responding to texts

* learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

* explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives

* analyse the ways in which authors influence and position audiences

* investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences

* construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context

* consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Each unit includes:

* a unit description – a short description of the focus of the unit

* learning outcomes – a set of statements describing the learning expected as a result of studying the unit

* unit content – the content to be taught and learned.

Organisation of content

Content descriptions in each unit in the English General course are grouped under an organising framework consisting of:

- comprehension strategies
- language and textual analysis
- using information
- creating texts
- communicating and interacting with others.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated. Classroom contexts that address particular content descriptions will necessarily draw from more than one of these modes in order to support students' effective learning. To acknowledge these interrelationships, content descriptions incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

Texts

Teachers will use an array of material in class. Texts include literary texts, fiction and non-fiction, media texts, everyday texts and workplace texts, from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts.

Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Texts can be written, spoken (dialogues, speeches, monologues, conversations, radio programs, interviews, lectures), multimodal (picture books, graphic novels, web pages, films, television programs, performances, advertisements, cartoons, music videos, computer games, maps) and in print or digital/online (books, CD-ROMs, websites, computer games, social networking sites, email, SMS, apps).

Texts are structured for particular purposes, for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.

Texts include:
- fiction – novels, short stories, fables, fairy tales, plays, poems, song lyrics, films, television programs, comic books, computer games
- non-fiction – biographies, journals, essays, speeches, reference books, news reports, documentaries, photographs, diagrams
- media texts – newspaper articles, magazine articles, editorials, websites, CD-ROMs, advertisements, documentaries, photographs, television programs, radio programs
- everyday texts – brochures, recipes, instructions, diagrams, timetables, notices, blogs, films, television programs, comic books, computer games, manuals
- workplace texts – reports, minutes, application forms, safety regulations, technical manuals, pamphlets, memos, letters and on-line digital texts.

Suggested text list

This course has a suggested text list which can be found at
www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/English . Teachers may substitute comparable
works for any of these.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist
students to live and work successfully in the twenty-first century. Teachers may find opportunities to
incorporate the capabilities into the teaching and learning program for the English General course. The
general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and
communicate complex information and ideas. In the English General course, students apply, extend and
refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as
they engage in creative response and argument. Students compare texts and consider them in relation to
their contexts and purposes, and they consider how texts are created for specific purposes, contexts and
audiences.

Numeracy

Students use numeracy in the English General course when they practise and apply the skills of interpreting
and analysing, comparing and contrasting, making connections, posing and proving arguments, making
inferences and problem solving as they create and respond to a range of texts. For example, students use
numeracy skills when they create and interpret sequences and spatial information in non-fiction texts or
consider timing and sequence when developing photo stories. They draw conclusions from statistical
information, interpret and use quantitative data as evidence in persuasive texts and evaluate the use of
statistics in media and other reports.

Information and communication technology capability

There are opportunities in the English General course to engage with information and communication
technology (ICT) through digital and multimodal texts. For example, students explore the effects of sound
and image as they consider how ideas are communicated in digital texts. They use digital technologies when
they access, manage and use information and when creating their own texts. They develop skills in reading,
viewing and responding to digital and multimodal texts and analysing the effects of the use of different
media on meaning and interpretation. For example, students explore the effects of sound and image as they
consider how ideas are communicated in digital texts. They use digital technologies when they access,
manage and use information and when creating their own texts. They develop skills in reading, viewing and
responding to digital and multimodal texts and analysing the effects of the use of different media on
meaning and interpretation.

Critical and creative thinking

Critical and creative thinking is integral to the study and creation of texts in the English General course. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

Personal and social capability

Students develop personal and social capability in the English General course by enhancing their communication skills, teamwork and capacity to empathise with and appreciate the perspectives of others. Close study of texts assists students to understand different personal and social experiences, perspectives and challenges. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts. The English General course actively assists students in the development of communication skills needed for analysis, research and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

Ethical understanding

In the English General course, ethical understanding is explored through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and the implications of decisions. They explore and question values, attitudes, perspectives and assumptions in texts, examining how they are presented, their impact on audiences and how they are reflected in their own responses. Through the study of the English General course, students come to appreciate and develop greater empathy for the rights and opinions of others. They develop increasingly advanced communication, research and presentation skills to express viewpoints.

Intercultural understanding

In the English General course, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of contemporary texts, texts from the past and texts from diverse cultures, students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity and values, particularly in the Australian context, and are able to appreciate and empathise with the cultural beliefs, attitudes and values of others. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences. They pay special attention to the contribution of Aboriginal and Torres Strait Islander Peoples and Asian cultures to literature and other media in Australia.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the English General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The English General course values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Through the study of texts, students may be provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal and Torres Strait Islander Peoples and their contribution to Australian society. The suggested text list for the English General course includes a selection of Aboriginal and Torres Strait Islander literature.

Asia and Australia's engagement with Asia

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society and heritage. It is through the study of texts from Asia that a creative and forward looking Australia can engage with our place in the region. Through story articulated in a range of media, students may be provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and traditional and contemporary cultures. Texts relevant to this priority are included in the suggested text list.

Sustainability

The English General course provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. In this context, teachers are encouraged to select texts and issues for discussion connected with sustainability. Through analysis of media articles, documentaries and digital texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

Unit 3

Unit description

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts.

Students:

- explore attitudes, text structures and language features to understand a text's meaning and purpose

- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning

- consider how perspectives and values are presented in texts to influence specific audiences

- develop and justify their own interpretations when responding to texts

- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Learning outcomes

By the end of this unit, students:

- examine the ways that perspectives are presented in literary, everyday and workplace texts

- understand how language choices influence specific audiences

- create oral, written and multimodal texts that convey a perspective.

Unit content

An understanding of the English General Year 11 course is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below.

Use strategies and skills for comprehending texts, including:

- applying different reading strategies (such as reviewing, skimming, and scanning) according to the nature of the task, gaining a broad overview, reading for specific details, identifying what the reader already knows about the topic

- distinguishing different perspectives about the main ideas in texts

- identifying facts, opinions, supporting evidence and bias

- understanding the way attitudes and values are presented

- explaining shifts in tone and perspectives and identifying the effect of language choices on an audience.

Consider how different perspectives and values are presented in texts, including:

- the relationships between context, purpose, and audience in literary, everyday and workplace texts

- the use of media, types of texts, text structures and language features, for example, the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in advertisements, choice of colour and font style in websites and use of questioning strategies and tone of voice in interviews

- the use of narrative techniques, for example, characterisation and narrative point of view.

Use information for specific purposes and contexts by:

- gathering different viewpoints, for example, through interviews, surveys, questionnaires, library and/or internet resources

- categorising and integrating ideas and evidence about specific issues

- employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion.

Create a range of texts by:

- using appropriate vocabulary, spelling and sentence structures

- using personal voice and adopting different points of view and/or perspectives to influence audiences in a range of media

- selecting text structures, language features, and visual techniques to communicate and present ideas and information for different contexts and purposes

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

Communicating and interacting with others:

- speaking clearly and coherently about ideas, opinions and personal experiences in a range of oral contexts

- planning and carrying out projects in small groups, sharing tasks and responsibilities, for example, collaborating using email and discussion forums

- listening actively; being prepared to assert personal views

- applying critical thinking and problem solving cooperatively.

Unit 4

Unit description

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them.

Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

Learning outcomes

By the end of this unit, students:

- investigate the way language is used to present issues and attitudes
- understand ways in which language is used to influence and engage different audiences
- create oral, written and multimodal texts that communicate ideas and perspectives on issues and events.

Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below.

Use strategies and skills for comprehending texts, including:

- analysing issues and ideas in texts and explaining perspectives and implications
- evaluating the evidence upon which different views are based
- explaining how texts use language to appeal to the beliefs, attitudes and values of an audience
- discuss the way ideas and information are presented in texts.

Consider how attitudes and assumptions are presented in texts, including:

- community, local or global issues in literary, everyday and workplace texts
- the use of media, types of texts, text structures and language features
- how some perspectives are privileged while others are marginalised or silenced.

Use information for specific purposes and contexts by:

- determining the relevance of source material to the context and topic

- investigating and synthesising ideas and collating appropriate information from a range of source material

- employing ethical research practices such as acknowledging sources, and avoiding plagiarism and collusion.

Create a range of texts:

- using appropriate vocabulary, spelling and sentence structures

- expressing a logical point of view about an idea, issue or event in a range of media and digital technologies

- integrating text structures, language features and visual techniques to engage and persuade audiences, for example, creating a multimedia advertising campaign, presenting a slideshow presentation, writing and illustrating a picture book and recording a radio talkback program

- using editing processes and appropriate referencing

- using and adapting text structures and language features to communicate ideas in a range of media.

Communicating and interacting with others:

- creating oral texts that communicate ideas and perspectives

- recognising when to work with others and when to work independently

- using the language of negotiation, problem solving and conflict resolution.

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the English General Year 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
Responding Students respond to a variety of written, spoken, digital and multimodal texts. Students can respond in a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.	40%
Creating Students create imaginative, interpretive and persuasive texts in a range of modes for a variety of purposes and audiences. Students can create a range of text forms, including fiction and non-fiction, media texts, multimodal and digital texts.	45%
Externally set task A written task or item or set of items of one hour duration developed by the School Curriculum and Standards Authority and administered by the school.	15%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks

- include a general description of each task

- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task)

- include a speaking/listening assessment at least twice for the pair of units.

All assessment types must be included in the assessment outline at least twice with the exception of the externally set task which only occurs once.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. Student work submitted to demonstrate achievement should only be accepted if the teacher can attest that, to the best of his/her knowledge, all uncited work is the student's own.

Externally set task

All students enrolled in the English General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

Externally set task design brief – Year 12

Time	One hour
Format	Written
	Conducted under invigilated conditions
	Typically between one and two questions
	Questions can require students to refer to stimulus texts
Content	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the WACE Manual for further information.

Grading

Schools report student achievement in terms of the following grades.

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the English General Year 12 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 12

A	Demonstrates sustained control of language conventions for precision and fluency.
	Demonstrates a clear understanding of purpose, audience and form when creating and responding to texts.
	Demonstrates understanding of perspectives and/or contexts to produce and make critical judgements about texts.
	Develops well-structured responses that make meaningful connections between texts. May make connections between texts and own experiences.

B	Demonstrates control of language conventions for clarity and appropriateness.
	Demonstrates an understanding of purpose, audience and form when creating and responding to texts.
	Demonstrates understanding of perspectives and/or context when creating and making meaning(s) of texts.
	Organises responses clearly and makes appropriate references to other texts. May include references to own experiences.

C	Generally demonstrates appropriate use of language conventions.
	Demonstrates awareness of purpose, audience and form.
	Demonstrates an awareness of perspectives and/or context when creating and responding to texts.
	Attempts to organise ideas into a logical structure and draws on some supporting evidence.

D	Demonstrates some control of language conventions.
	Meets the basic requirements of the task and the form, but shows limited awareness of purpose and audience.
	Demonstrates limited awareness of perspectives when addressing familiar aspects of the topic or task.
	May attempt to organise ideas, but includes little supporting evidence.

E	Demonstrates limited control of language conventions.
	Meets few of the requirements of the task.
	Demonstrates literal understanding of texts and little or no awareness of context and/or perspectives.
	Offers ideas that are not related or are disconnected.

Appendix 2 – Glossary

This glossary is provided to enable a common understanding of the key terms in this syllabus.

Aesthetic	A sense of beauty or an appreciation of artistic expression.
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences.
Appreciation	The act of discerning quality and value of literary texts.
Attitudes	An outlook or a specific feeling about something. Our values underlie our attitudes. Attitudes can be expressed by what we say, do and wear.
Audience	The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes students in the classroom, an individual, the wider community, review writers, critics and the implied audience.
Author	The composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).
Comprehension strategies	Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: • activating and using prior knowledge • identifying literal information explicitly stated in the text • making inferences based on information in the text and their own prior knowledge • predicting likely future events in a text • visualising by creating mental images of elements in a text • summarising and organising information from a text • integrating ideas and information in texts • critically reflecting on content, structure, language and images used to construct meaning in a text.
Context	The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.
Convention	An accepted practice that has developed over time and is generally used and understood (for example, the use of specific structural aspects of texts such as in report writing with sections for introduction, background, discussion and recommendations).
Digital technologies	The use of digital resources to effectively find, analyse, create, communicate, and use information in a digital context and incorporates the hardware of mobile phones, cameras, tablets, laptops and computers and the software to power these devices.
Digital texts	Audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and hyperlinks (for example, DVDs, websites and e-literature).
Evaluate	Evaluation of an issue or information that includes considering important factors and available evidence in making judgements that can be justified.

Everyday texts	Texts that are encountered in daily life (for example, recipes, instructions, diagrams, timetables, notices , blogs , films , television shows, comic books, computer games, manuals).
Form; forms of texts	The shape and structure of texts. Literary texts, for example, include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts, and non-fiction. (See Texts under Organisation of content).
Grammar	The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.
Genre	The categories into which texts are grouped. The term has a complex history within literary theory and is often used to distinguish texts on the basis of their subject matter (for example, detective fiction, romance, science fiction, fantasy fiction), form and structure (for example, poetry, novels, biography, short stories).
Ideas	In this course, the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.
Interpretation	See Reading and Readings.
Intonation	The rise and fall of one's voice when speaking; sometimes used for emphasis.
Issues	Matters of personal or public concern that are in dispute; things which directly or indirectly affect a person or members of a society and are considered to be problems. Many issues are raised in texts and it is for the reader/audience to identify these.
Language features	The features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production.
Language patterns	The arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity (for example, the repeated use of verbs at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song). The patterns may alternate (for example, the call and response pattern of some games, or the to and fro of a dialogue). Other patterns may contrast (for example, opposing viewpoints in a discussion, or contrasting patterns of imagery in a poem). The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning.
Literary texts	Literary texts refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes 'literary texts' is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic appeal and potential for enriching students' scope of experience. Literary texts include a broad range of forms, such as novels, poetry, short stories, plays, fiction, non-fiction and multimodal texts.
Media texts	Spoken, print, graphic or electronic communications with a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. The media texts studied in English courses can be found in newspapers and magazines and on television, film, radio, computer software and the internet. Media is the plural of medium.
Medium	The means or channel of communication such as the spoken word, print, graphics, electronic/digital forms.

Metalanguage	Language used to discuss language (for example, language used to discuss film or literary study, such as mise-en-scène, symbolism, characterisation, or language used to talk about grammatical terms, such as 'sentence', 'clause', 'conjunction').
Mode	The various processes of communication: listening, speaking, reading/viewing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.
Mood	The atmosphere or feeling in a particular text. For example, a text might create a sombre, reflective, exhilarating or menacing mood or atmosphere depending on the imagery or other language used.
Multimodal text	Combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations).
Narrative	A story of events or experiences, real or imagined. In literary theory, narrative includes the story (what is narrated) and the discourse (how it is narrated).
Narrative point of view	The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.
Perspective	A position from which things may be viewed or considered. People may have different perspectives on events or issues due to (for example) their age, gender, social position and beliefs and values. A perspective is more than an opinion; it is a viewpoint informed by one or more contexts. While a pregnant woman, a homeless man and a police officer, for example, view the world from different perspectives, they may still share the same opinion about something. Texts through an embedded ideology can also present a particular perspective
Point of view	The opinion or viewpoint expressed by an individual in a text (for example, an author, a narrator, a character or an implied reader). See Narrative point of view.
Prose	Ordinary language used in speaking or writing, distinguished from poetry by its lack of a marked metrical structure. Many modern genres, such as short stories, novels in fiction, for example, and letters, essays, and other types of non-fiction writing are typically written in prose.
Reading	The process of making meaning of text. This process draws on a repertoire of social, cultural and cognitive resources. Reading occurs in different ways, for different purposes, in a variety of public and domestic settings. Reading is therefore a cultural, economic, ideological, political and psychological act. The term applies to the act of reading print texts or the act of viewing a film or static image.
Readings	Readings are particular interpretations of a text. The classification of readings into alternative, resistant or dominant is quite arbitrary, depending on the ideology held by the reader. **Alternative readings**: readings that focus on the gaps and silences in texts to create meanings that vary from those meanings that seem to be foregrounded by the text. **Dominant reading**: is the reading that seems to be, for the majority of people in society, the natural or normal way to interpret a text. In a society where there are strongly competing discourses (i.e. most societies), the definition of what is a dominant reading depends on the ideology of the person making the decision.

	Resistant reading: a way of reading or making meaning from a text which challenges or questions the assumptions underlying the text. Resistant readings employ a discourse different from the discourse that produces the dominant reading.
Register	The style of language, grammar, and words used for particular situations. The appropriate language register depends upon the audience (who), the topic (what), purpose (why) and location (where).
Representation	Representation refers to the way people, events, issues or subjects are presented in a text. The term implies that texts are not mirrors of the real world; they are constructions of reality. These constructions are partially shaped through the writer's use of conventions and techniques.
Rhetorical devices	Language techniques used in argument to persuade audiences (for example, rhetorical questions, repetition, propositions, figurative language).
Scanning	When reading, moving the eyes quickly down the page seeking specific words and phrases. Scanning is also used when readers first find a resource to determine whether it will answer their questions.
Short answer responses	Well developed paragraph or paragraphs in Standard Australian English which include supporting detail and typically range between 200-300 words depending on time allocation. While not required to conform to the conventions of formal essay writing, short answer responses should be succinct and directly address the question.
Skimming	To read quickly for main ideas in a text in order to provide a broad understanding or overview.
Standard Australian English (SAE)	The variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.
Style	The ways in which aspects of texts (such as words, sentences, images) are arranged and how they affect meaning.
Synthesise	Combine elements (information/ideas/components) into a coherent whole.
Text structure	The ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.
Theme	An idea, concern or argument developed in a text; a recurring element (for example, the subject of a text may be love, and its theme could be how love involves sacrifice). A work may have more than one theme.
Tone	Tone describes the way the 'voice' is delivered (for example, the tone of a voice or the tone in a passage of writing could be friendly or angry or persuasive).

Types of texts	Classifications of texts according to the particular purposes they are designed to achieve. In general, in the senior courses in the English curriculum, texts are classified as imaginative, interpretive, persuasive or analytical types of texts, although these distinctions are neither static nor discrete and particular texts can belong to more than one category.
	Analytical texts
	Texts whose primary purpose is to identify, examine and draw conclusions about the elements or components that make up other texts. Analytical texts develop an argument or consider or advance an interpretation. Examples of these texts include commentaries, essays in criticism, reflective or discursive responses and reviews.
	Imaginative texts
	Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children, including picture books, and multimodal texts such as film.
	Interpretive texts
	Texts whose primary purpose is to explain and interpret personalities, events, ideas, representations or concepts. They include autobiography, biography, media feature articles, documentary film and other non-fiction texts. There is a focus on interpretive rather than informative texts in the senior years of schooling.
	Persuasive texts
	Texts whose primary purpose is to present a perspective and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and essays and articles.
Visual elements	Visual components of a text such as composition, framing, representation of action or reaction, shot size, social distance and camera angle.
Voice/Voices in texts (see also Narrative point of view and Tone)	**Authorial voice**
	In the literary sense, voice can be used to refer to the nature of the voice projected in a text by an author; the persona, role or character adopted by an author.
	Narrative voice
	The ways in which a narrator may be related to the story. For example, the narrator might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpreting what happens.
Voices in texts	As well as an author's voice, texts often contain 'multiple voices'. These are the views, positions, ideas and perspectives of other individuals or groups. It is important to recognise the various voices in a text, how they relate to one another, and how the creator of a text uses these to shape audience response.
Workplace texts	Texts that are typically used in the workplace for communication. These may include phone calls, informal and formal meetings, discussions, interviews, SMS, emails, memos, faxes, letters, pamphlets, diagrams, brochures, agendas, meeting minutes, instruction sheets, instructional videos, instructional presentations, circulars, advertising materials, instruction manuals, short reports, long reports, workplace contracts, workplace agreements, industrial agreements, industrial awards, industrial legislation and legal advice documents.