

English (ATAR)

Students who have not met the minimum standard of literacy through the Online Literacy and Numeracy Assessment (OLNA) are not eligible for this course.

Pre-requisite: a 'B' grade or better in Year 10 English is recommended

The English ATAR course focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes. It encourages students to critically engage with texts from their past, texts from Australian culture and texts from other cultures.

Through close study and wide reading, viewing and listening, students develop the ability to analyse and evaluate the purpose, stylistic qualities and conventions of texts and enjoy creating their own imaginative, interpretive, persuasive and analytical responses.

Students refine their skills across all language modes by engaging critically and creatively with texts. They learn to speak and write fluently in a range of contexts and to create a range of text forms. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Course structure

Year 11

Unit 1

- Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received.
- Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts.
- Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning.
- Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2

- Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit.
- By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses.
- Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

Year 12

Unit 3

- Students explore representations of themes, issues, ideas and concepts through a comparison of texts.
- They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes.
- Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation.
- Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4

- Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style.
- They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument.
- Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing.
- Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.