UNIT 1CENG

Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is language and self. Students learn to use language to present themselves, their experiences, ideas, opinions and responses more effectively. They explore the ways in which language varies according to context, purpose and audience (for example, at home, work and school), consider the expectations associated with different contexts and texts and learn to use language more effectively to take these expectations into account. In doing this they explore the way in which they present themselves through language, and come to see how their view of themselves can be influenced by the construction, or representation by others of them and of social groups to which they belong. They investigate the implications of these constructions and representations in terms of the attitudes, values and beliefs implied.

Students learn to present themselves, both orally, visually and in writing, in ways which allow them to meet their needs and achieve their goals by, for example, using language appropriately to make requests, seek clarification, negotiate goals, express disagreement, resolve conflict and present information about themselves and their ideas. They have the opportunity to develop their ability to control standard Australian English, genre and language conventions by using language to present themselves and their experiences, ideas, opinions and responses. In doing so, they examine and learn from how other people present themselves through texts, while developing the skills needed to comprehend and interpret such texts.

Students also develop their ability to express responses to texts by exploring the nature of pleasure in language. They consider and reflect on the types of text and uses of language that they enjoy; the reasons for this; the reasons why different people enjoy different types of text and uses of language; and the techniques that makers of texts use to elicit enjoyment from audiences. They have the opportunity to develop the skills and knowledge needed to expand the range of texts and uses of language from which they gain pleasure.

Suggested learning contexts
Within the broad area of language and self, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):

- Personal: exploring and expressing ideas, information and opinions associated with areas of personal interest e.g. hobbies, interests, sports, personal experiences, reading, viewing and listening interests.

- Social: different social contexts and the presentation of the self associated with these e.g. peer group and family interaction; commercial and legal transactions; community services; political activities; social interactions.

- Vocational/academic: different vocational/academic contexts e.g. applying for a job or course; interacting with superordinates, clients, co-workers, fellow students, teachers; dealing with or producing workplace/course documents.

- Cultural: expressions, explorations and constructions of the self in literary, non-fiction and/or mass media texts and responses to these e.g. examination of self-expressive texts; exploration of affective responses to texts; focusing and formalising affective responses.

Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below.

Conventions

Word usage and grammatical conventions
- vocabulary appropriate to context
- tone
- syntax and punctuation
- spelling
- differences between SAE and other forms of English
- determining situations in which SAE is required and those in which other forms are appropriate
- difference between denotation and connotation
- taking connotation into account when using and interpreting language
- connotations of facial expression, body language, appearance.

Textual conventions
- using textual structure as an aid to comprehension
- choosing and generating structures appropriate to purpose
- supporting opinions and responses with details and explanations
- sustaining tense and tone
- oral protocols associated with different contexts.
Contextual understanding

Context
- social expectations regarding language
- the importance of taking context into account when using and interpreting language.

Purpose
- the importance of clarifying purpose when using and interpreting language
- choosing generic conventions appropriate to purpose.

Audience
- the importance of taking into account audience expectations, attitudes, experience and knowledge when using and interpreting language
- identifying and describing likely audiences for texts
- considering reasons why different audiences may respond differently to the same text.

Processes and strategies
Accessing and generating ideas and information
- individual and group strategies for interpreting and producing new or unfamiliar language and genres
- productive reading strategies such as posing questions and seeking answers; seeking main ideas; self-monitoring of understandings and word attack strategies.

Processing and organising ideas and information
- note-making, planning, conferencing, drafting, revising, editing and rehearsal strategies
- using prior knowledge, including knowledge gained from previous texts, when interpreting and producing texts
- using other texts as models for developing and extending language skills.

Reflection and evaluation
- strategies for assessing the effectiveness of one's use of language
- identifying gaps in skills and methodologies for improvement
- seeking and using feedback
- goal-setting
- difference between representation and reality
- effect of representations on conceptions of self and others
- attitudes, values and beliefs associated with particular uses of language.

Assessment
The four types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the English course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

<table>
<thead>
<tr>
<th>Weighting Stage 1</th>
<th>Type of assessment</th>
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<tbody>
<tr>
<td></td>
<td>Response/Investigation</td>
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<td></td>
<td>Demonstration of comprehension and interpretation of oral/visual/written texts.</td>
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<td></td>
<td>Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation.</td>
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<td>30–50%</td>
<td>Responses to discussions, speeches, interviews, multimedia presentations, videos, films, books, articles, stories, drama, pamphlets, posters.</td>
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<td>Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions.</td>
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<td></td>
<td>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing.</td>
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<td>Production</td>
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<tr>
<td></td>
<td>Written and/or visual production</td>
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<tr>
<td>30–50%</td>
<td>Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes.</td>
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<tr>
<td></td>
<td>Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, reports, scripts, multimedia presentations, videos, story boards, advertisements and posters.</td>
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<td>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios.</td>
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<tr>
<td></td>
<td>Oral participation/production</td>
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<tr>
<td>10–30%</td>
<td>Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions.</td>
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<td>Participation in and/or production of group discussions, interviews, role-play, workplace activities requiring oral interaction, seminars, tutorials, formal meetings, informal speeches, formal speeches.</td>
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<td>Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording.</td>
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<td>School examinational (optional)</td>
</tr>
<tr>
<td>0–20%</td>
<td>The school examination assesses work covered in the unit/s completed, using questions requiring response and production.</td>
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</tbody>
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Recommended text types
Teachers should use the text types listed for Stage 1 on page 6. However, teachers are not restricted to this list for this unit.
UNIT 1DENG

Unit description
The unit description provides the focus for teaching the specific unit content.

The focus for this unit is language and society. Students develop competence in the language skills needed to operate effectively in modern society, as well as to achieve purposes related to their social, vocational/academic or cultural interests and needs.

Students explore and develop the language skills relevant to activities associated with their current and future membership of society. They identify relevant activities and investigate the language skills needed to manage such activities and apply appropriate language skills. They also develop skills in finding, accessing, using and evaluating information relevant to these and other activities.

Developing students' competence in the language skills needed to operate effectively in modern society also includes developing skills needed for more general social and cultural participation such as comprehending, interpreting and evaluating texts drawn from the mass media, popular culture and literature. Students identify ideas, attitudes and opinions in such texts and discuss their responses and those of other people.

Suggested learning contexts
Within the broad area of language and society, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):

- Personal: exploring and expressing ideas, information and opinions associated with areas of personal interest e.g. hobbies, interests, sports, personal experiences, reading, viewing and listening interests.
- Social: different social contexts e.g. peer group and family interaction; commercial and legal transactions; community services; political activities; social interactions.
- Vocational/Academic: the language requirements of different vocational/academic contexts e.g. applying for a job or course; interacting with superordinates, clients, co-workers, fellow students, teachers; dealing with or producing workplace/course documents.
- Cultural: participation in areas of cultural interest e.g. understandings and skills needed to understand, enjoy and appreciate literature, non-fiction and/or mass media; language requirements for movement from more affective to more analytic responses.

Unit content
This unit includes knowledge, understandings and skills to the degree of complexity described below:

Conventions
Word usage and grammatical conventions
- vocabulary appropriate to context
- tone appropriate to purpose and context
- syntax and punctuation
- spelling
- differences between SAE and other forms of English
- determining situations in which SAE is required and those in which other forms are appropriate
- difference between denotation and connotation
- taking connotation into account when using and interpreting language
- connotations of facial expression, body language, appearance
- conventions for signalling of logical relationships
- oral protocols associated with different contexts.

Textual conventions
- using textual structure as an aid to interpretation
- choosing and generating structures appropriate to purpose
- supporting opinions and responses with details and explanations
- sustaining tense and tone
- oral protocols associated with different contexts.

Contextual understanding
Context
- social expectations regarding language
- the importance of taking context into account when using and interpreting language
- understanding that situational context and the respective roles of participants affects the way language needs to be used and interpreted.

Purpose
- the importance of taking purpose into account and clarifying purpose when using and interpreting language
- choosing generic conventions appropriate to purpose.

Audience
- the importance of taking into account audience expectations, attitudes, experience and knowledge when using and interpreting language
- identifying and describing likely audiences for texts
- reasons why different audiences may respond differently to the same text.
Processes and strategies
Accessing and generating ideas and information
- individual and group strategies for interpreting and producing new or unfamiliar text types and for processing new information, knowledge or concepts
- oral protocols associated with seeking advice and information
- establishing purposes
- posing questions and seeking answers
- defining possible sources
- productive reading strategies: overviewing, scanning and skimming, determining relevance to purpose, adjusting reading for different text types.

Processing and organising ideas and information
- note-making, planning, conferencing, drafting, revising, editing, proofreading and rehearseal strategies
- organising ideas on a topic from different sources
- self-monitoring of understandings, word attack strategies, inferring meanings
- note-taking
- detecting opinion and interpretation
- using prior knowledge, including knowledge gained from previous texts, when interpreting and producing texts, including using other texts as models for developing and extending language skills.

Reflection and evaluation
- strategies for assessing the effectiveness of one’s use of language
- identifying gaps in skills, and methodologies for improvement
- seeking and using feedback
- goal-setting
- difference between representation and reality
- effect of representations on conceptions of self and others
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<td>Production Written and/or visual production Production of one or more written and/or visual texts, demonstrating understanding of writing and/or viewing concepts and processes. Production of reports, descriptions, articles, letters, manuals, reviews, workplace documents, informal essays, reports, scripts, multimedia presentations, videos, story boards, advertisements and posters. Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, writing folios.</td>
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<td>Oral participation/production Participation in one or more oral interactions or production of one or more oral texts demonstrating awareness of context, purpose and audience and application of appropriate conventions. Participation in and/or production of group discussions, interviews, role-play, workplace activities requiring oral interaction, seminars, tutorials, formal meetings, informal speeches, formal speeches. Types of evidence may include: observation checklists, evaluation tools (self, peer), interview notes, video, audio recording.</td>
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