UNIT 2CENG

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

The focus for this unit is language and communities. Students develop an understanding of the way language operates in a community (e.g. workplaces, subcultures, sporting groups, interest groups, professions, political groups, religious groups etc.) to transmit understandings, create identities, establish power and operate effectively.

Students will examine a range of texts and text types to explore the ways a community may create its own language structure in order to influence attitudes and values. They will also examine how language structures/protocols can be used to marginalise, privilege and/or exclude individuals and subgroups.

Suggested learning contexts
Within the broad area of language and communities, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: e.g. hobbies, interests, sports, family and relationships.
- Workplace: e.g. unions and hierarchies.
- Social: e.g. peer groups, sporting groups and action groups.
- Cultural: power relationships, gender, subcultures and belief systems.
- Political: student councils, local councils, regulatory boards and environmental groups.

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

Conventions
Word usage and grammatical conventions
- tone
- vocabulary
- syntax and punctuation
- spelling
- identifying and using nuances of connotation
- the use of connotation for persuasive purposes
- shaping language for persuasive effect for different audiences.

Textual conventions
- conventions associated with presenting arguments
- generic conventions associated with texts used to affect attitudes and effect social change within a community.

Contextual understanding
Context
- taking into account context when attempting to influence attitudes and to effect social change within a community
- evaluating texts for appropriateness to context
- power relationships reflected and reinforced or challenged by particular uses of language.

Purpose
- taking into account and clarifying purpose when attempting to affect attitudes and effect social change within a community
- identifying and, if appropriate, challenging dominant ways of thinking about a topic
- presenting alternative ways of thinking in line with one's own views.

Audience
- taking into account audience expectations, attitudes, experience and knowledge when attempting to affect attitudes and effect social change within a community
- reasons for varying interpretations.

Processes and strategies
Accessing and generating ideas and information
- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts.

Processing and organising ideas and information
- note-making, planning, conferencing, drafting, revising, editing and rehearsal strategies
- supporting opinions and responses with details and explanations
- maintaining comprehension when dealing with complex language
- comparing, contrasting, evaluating and synthesising ideas and viewpoints in different texts to arrive at own conclusion.

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
Reflection and evaluation
- strategies for assessing the effectiveness of one’s use of language
- identifying gaps in skills and methodologies for improvement
- reflecting on the role of one’s own context, values and beliefs when interpreting and producing language
- identifying and critiquing attitudes, values and beliefs associated with particular representations; challenging representations.

Compulsory text types
Students studying this unit in their final year are required to use the text types for the WACE examination listed on page 6.

The Stage 2 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

Students studying this unit in Year 11 are not constrained by the compulsory text type list for the Stage 2 examination.

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</th>
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| Stage 2   | Response/Investigation  
Demonstration of comprehension and interpretation of oral/visual/written texts.  
Investigation into or for the use of language in particular contexts or texts, involving research, evaluation/analysis and presentation.  
Investigation of experiences, issues, texts, audiences, representations, situational contexts, cultural contexts, language practitioners e.g. writers, producers.  
Responses to discussions, speeches, interviews, multimedia presentations, videos, films, television productions, books, articles, stories, poetry, drama, pamphlets, posters.  
Presentation of responses in written, oral, visual or multimedia form, using appropriate conventions.  
Types of evidence may include: Observation checklists, Evaluation tools (self, peer), Journal, PowerPoint, video, audio recording, multimedia, writing. |
| 20–40%    | 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, formal essays, narratives, scripts, poetry, multimedia presentations, videos, comics, story boards, advertisements and posters.  
Types of evidence may include: Observation checklists, Evaluation tools (self, peer), Journal, PowerPoint, video, writing folios. |
| 20–40%    | 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, panel discussions, interviews, role-play, debates, workplace activities requiring oral interaction, seminars, tutorials, informal speeches, formal speeches.  
Types of evidence may include: Observation checklists, Evaluation tools (self, peer), Interview notes, video, audio recording. |
| 10–20%    | School examination  
The school examination will assess work covered in the unit/s completed, using questions requiring response and production. |
| 10–30%    |
UNIT 2DENG

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

The focus for this unit is language as representation. Students develop an understanding of the way language is used to offer particular representations of topics, events, places or people. They will also consider how these responses are mediated by cultural/social structures.

They listen, read and view critically in order to examine the way we make meaning of representations in texts and to account for the different meanings available within textual representations.

Students will use language to explore how purpose, context and audience may influence the representations offered in texts.

Suggested learning contexts
Within the broad area of language as representation, teachers may choose one or more of the suggested learning contexts (this list is not exhaustive):
- Personal: personal understandings.
- Social: everyday social discourses.
- Vocational/academic: different vocations and disciplines.
- Cultural: literary, non-fiction and/or mass media texts.

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

Conventions
Word usage and grammatical conventions
- tone
- vocabulary
- syntax and punctuation
- spelling
- identifying and using nuances of connotation
- role of connotation in representing subjects and positioning audiences in particular ways
- relationship between sociocultural context and connotation.

Textual conventions
- effects of departure from, or manipulation of generic conventions
- conventions associated with presenting a reasoned argument
- relationship between form and meaning.

Contextual understanding
Context
- role of sociocultural context in production and reception
- influence of sociocultural values and beliefs on production and response
- cultural values in narratives.

Purpose
- understanding that texts can be read for purposes different from those for which they were created
- influence of language on the circulation of ideas and in creating dominant and subordinate understandings of representations
- influence of dominant and subordinate understandings on how people read and respond to representations in texts
- relationship between language and ideology
- representations as versions of reality
- relationship between representations and social interests and power relationships.

Audience
- target audiences; audience positioning
- influence of sociocultural background on audience responses to and interpretations of texts.

Processes and strategies
Accessing and generating ideas and information
- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, knowledge or concepts.

Processing and organising ideas and information
- note-making, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies
- reconstructing information and ideas in different forms, for different purposes and audiences
- maintaining comprehension when dealing with more complex language
- comparing, contrasting, evaluating and synthesising ideas in different texts to arrive at own conclusion
- identifying selection, omission and emphasis
- reading on different levels
- applying different reading practices
- constructing alternative representations in line with one’s own views and interests.
identifying and critiquing attitudes, values and beliefs associated with particular uses of language.

Compulsory text types
Students studying this unit in their final year are required to use the text types for the WACE examination listed on page 6.

The Stage 2 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

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