UNIT 3AENG

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

The focus for this unit is language and identity. Students examine constructions of identity, for example, those associated with age, gender, class, ethnicity, religion and occupation that are intimately related to social, cultural and political contexts.

Students study the way in which identities are expressed, constructed, represented and critiqued through language. They examine the relationships between people’s sense of identity and the way in which they use language and view themselves, other people and the world in which they live.

Students learn to critically interpret the relationship between particular uses of language and texts on the one hand and conceptions of identity on the other.

Students develop oral, visual and written language skills by learning to produce texts in a range of genres which explore, produce, challenge and/or subvert conceptions of identity.

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

- Personal: expressions of identity.
- Social: students’ membership of particular social groups and representations of different social contexts; language and representations of identity associated with members of other social groups.
- Vocational/academic: particular vocations e.g. those associated with current work/study or future aspirations.
- Cultural: representations of identity in literary, non-fiction and/or mass media texts.

Unit content
It is recommended that students studying Stage 3 have completed Stage 2 units.

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
- role of word usage and grammatical conventions in constructing conceptions of identity and otherness
- relationship between sociocultural context, language and identity.

Textual conventions
- language conventions associated with constructions of identity, for example, the role of connotation in reflecting and shaping ideas
- relationship between generic conventions and conceptions of identity.

Contextual understanding
Context
- influence of situational, social and economic contexts on production and reception of constructions of identity
- influence of previous and co-existing texts on constructions of identity.

Purpose
- comprehending and composing texts in terms of conceptions of identity
- constructions of identity as social, rather than individual
- situational, social, political, economic and cultural purposes served by constructions of identity and otherness
- dominant and subordinate ideologies
- challenges to dominant constructions of identity.

Audience
- role of audiences in influencing constructions of identity and otherness
- influence of situational and sociocultural context on audience responses
- ability of audiences to challenge/resist constructions of identity.
Processes and strategies

Accessing and generating ideas and information
- use of a variety of reading practices
- productive reading strategies such as overviewing, scanning and skimming
- note-making
- oral protocols associated with resolving disagreements or conflicts
- resistant reading, writing, viewing and oral practices.

Processing and organising ideas and information
- note-taking, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies
- comparing and synthesising ideas and language in texts
- comparing constructions of identity and otherwise
- 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
- identifying and critiquing nuances of word usage and grammatical conventions
- reading on different levels.

Reflection and evaluation
- reflection on the influence of language on construction of identity
- the influence of culture on construction of identity and the influence of identity on one’s use of language
- critiquing and evaluating constructions of identity and otherwise
- reflection on one’s own use of language in relation to identity
- reflection on the influence of situational and sociocultural influences on one’s own use of language and conceptions of identity.

Compulsory text types

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

The Stage 3 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

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 3</th>
<th>Type of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>20–40%</td>
<td>Response/Investigation</td>
</tr>
<tr>
<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>Investigation of experiences, issues, texts, audiences, representations, situational contexts, cultural contexts, language practitioners e.g. writers, producers.</td>
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<td>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.</td>
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<td>Types of evidence may include: observation checklists, evaluation tools (self, peer), journal, PowerPoint, video, audio recording, multimedia, writing.</td>
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<tr>
<td>20–40%</td>
<td>Production</td>
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<tr>
<td></td>
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<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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<td>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.</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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<td>10–20%</td>
<td>Oral participation/production</td>
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<tr>
<td></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, panel discussions, interviews, role-play, debates, workplace activities requiring oral interaction, seminars, tutorials, 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>
</tr>
<tr>
<td>10–30%</td>
<td>School examination</td>
</tr>
<tr>
<td></td>
<td>The school examination will assess work covered in the unit/s completed, using questions requiring response and production.</td>
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UNIT 3BENG

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

The focus for this unit is language and ideas. Students explore the way language is used to present ideas and how this varies among particular fields, genres and discourses. They examine the discursive and generic conventions, approaches to interpretation and presentation associated with selected fields, vocations and/or discourses and the ways in which these differ from each other.

Students learn how the use of language, the presentation of knowledge and the representation of ideas vary across particular fields, genres and/or discourses. Students consider the possible assumptions underlying the way in which language is used, in which knowledge is presented and in which ideas are represented. They consider the possible attitudes, values and ideologies associated with those assumptions. Choice of language might imply particular attitudes; the way knowledge is presented might be the product of particular values; and the way an idea is represented in a text might have been influenced by a particular ideology.

Students learn to use their understanding of the ways in which language is used, knowledge is presented and ideas are represented to create their own texts in various fields, genres and discourses. Students learn that their own texts promote and are influenced by particular attitudes, values and ideologies.

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

- **Personal**: personal constructions of ideas.
- **Social**: everyday social discourses.
- **Vocational/Academic**: different vocations and disciplines.
- **Cultural**: different approaches to literary and cultural studies.

Unit content
It is recommended that students studying Stage 3 have completed Stage 2 units.

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
- variations in word usage and grammatical conventions among disciplines, vocations and/or theoretical approaches
- levels and nature of connotation in language associated with different disciplines, vocations and/or contexts.

**Textual conventions**

- variations in generic conventions among fields, discourses and/or contexts, such as tone, voice and mode of address
- oral protocols in resolving disagreements or conflicts.

Contextual understanding

**Context**

- relationship between context and specialist language
- effect of context on approaches to ideas such as its role in valuing particular areas of investigation, forms of evidence and modes of presentation.

**Purpose**

- purpose/s of texts associated with particular fields, discourses and/or contexts
- influence of particular approaches to ideas and uses of language on the circulation of ideas in society and in creating dominant and subordinate understandings of the nature of the world
- relationships among approaches to ideas, language and ideology
- variations in what are considered appropriate sources of information and forms of evaluation among different fields, discourses and/or contexts.

**Audience**

- assumptions about audiences for texts associated with particular fields, discourses and/or contexts.
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, ideas or concepts
- variations in definitions of what constitutes an object of inquiry or problem among different fields, discourses and/or contexts
- assessing authority and reliability of sources
- dealing with conflict and disagreement.

Processing and organising ideas and information
- individual and group strategies for interpreting and producing new or unfamiliar language and genres and for processing new information, ideas or concepts
- adopting different reading practices
- comprehending and using complex syntax
- comprehending and producing complex textual, linguistic and/or semantic patterns
- discerning and interpreting linguistic and cultural nuances and complexities
- identifying and using specialist generic conventions
- synthesising ideas from a range of sources
- identifying gaps and silences.

Reflection and evaluation
- note-making, planning, conferencing, drafting, revising, editing, proofreading and rehearsal strategies
- evaluating coherence and consistency of ideas
- evaluating use of evidence, logic and argumentation
- comparison of texts
- identifying and evaluating implicit assumptions, beliefs and values
- critiquing texts in terms of contextual influence
- evaluating texts in terms of their possible social impact.

Compulsory text types

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

The Stage 3 WACE examination design brief clarifies how students will be expected to demonstrate their understanding of the course content using the listed text types.

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.

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| **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, 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% |