



ENGLISH
Textual Concepts

RELATED SYLLABUS CONTENT

Stage 6 - Advanced

S6

S6 Related syllabus content // ARGUMENT

S6

Students appreciate the elegance of argument as a scholarly conversation conveying us from familiar knowledge to new perceptions.

They learn that

- an argument acknowledges and synthesises a range of ideas and perspectives
- arguments that rely on assumptions are not necessarily well-founded
- arguments transform concrete details into abstractions
- arguments, in different forms, modes and media, convince in different ways
- the narrative may present arguments through its thematic concerns
- components of argument build on and respond to one another in an act of creativity*
- argument achieves unity through the interplay of logical development and aesthetic and rhetorical features*.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101RC1	develop independent interpretations of texts supported by informed observation and close textual analysis (ACELR045)
S6A1101RC2	compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes
S6A1102EP1	examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies
S6A1103UA1	use appropriate language for making connections, questioning, affirming, challenging and speculating about texts with increasing clarity
S6A1103RC1	explain how argument and narrative may be represented in critical and creative texts
S6A1103RC2	experiment with language conventions and forms in the composition of persuasive and imaginative texts for a variety of purposes and audiences
S6A1104UA1	investigate and experiment with combinations of specific language concepts, aspects of style and form to achieve deliberate effects in sustained compositions (ACELR017)
S6A1105UA3	select and use particular aspects of language, style and convention, for example narrative point of view, syntax, modality and nominalisation
S6A1105RC1	synthesise complex ideas and information in a sustained, structured argument using relevant textual evidence (ACELR011)
S6A1105RC2	evaluate the effectiveness of argument to persuade an audience in a range of complex critical and creative texts
S6A1105RC3	investigate complex ideas and information through sustained argument and imaginative compositions
S6A1107UA1	analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts
S6A1107RC2	compose creative and critical texts that reflect particular values and perspectives, including their own
S6A1108DA2	examine the ways in which authors represent Australian culture, place and identity both to Australians and the wider world (ACELR040)

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6A1201RC1	develop a creative, informed and sustained interpretation of texts supported by close textual analysis (ACELR062)
S6A1201RC2	compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065)
S6A1203UA1	skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control
S6A1203UA2	skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063)
S6A1203RC1	support critical interpretations of texts through sustained argument and relevant detailed textual analysis (ACELR046)
S6A1204RC1	evaluate how aspects of style and form, in a range of modes and media, achieve deliberate effects in sustained compositions (ACELR017)
S6A1204RC2	experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts
S6A1205UA2	critically evaluate the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example symbolism, metonymy, irony or imagery (ACELR009)
S6A1205RC1	critically evaluate own and others' arguments, justifications, evidence and points of view (ACELR064)
S6A1205RC2	analyse and evaluate the effectiveness of argument in imaginative, informative and persuasive texts
S6A1205RC3	compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts
S6A1208EP1	explore the ways that texts represent alternative ways of seeing the world

S6 Related syllabus content // AUTHORITY

S6

Students understand that authority is negotiated and conferred through various processes of authorisation.

They learn that

- interactive digital texts enable different levels of agency which embody reading processes; agency is not necessarily authority
- the acts of textual re-working, recreation and intervention may transfer authority from the original text, sometimes undermining, while at other times, acknowledging its value
- texts construct subject positions which responders can, within the context of their own experience, willingly or passively accept or intentionally reject
- processes of authorisation vary according to context and medium
- knowledge of the processes of representation, particularly of non-fiction texts, can make us question a text's reliability*
- processes of deconstruction can undermine a text's authority and reveal its cultural assumptions*.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101EP1	explain the relationship between responder, composer, text and context
S6A1101DA2	analyse and explain how and why texts influence and position readers and viewers (ACEEN040)
S6A1101RC1	develop independent interpretations of texts supported by informed observation and close textual analysis (ACELR045)
S6A1102EP2	explore the ways different media and technologies influence the relationships between texts and responders (readers, listeners, viewers or audiences and so on), for example flexible reading pathways in digital texts
S6A1102DA1	select and use appropriate processes and technologies for particular purposes, audiences and contexts
S6A1102UA1	explain how the reliability of texts is shaped and influenced by choices of medium
S6A1102RC1	experiment with emerging textual forms by combining different media and technologies and describe the impacts of this combination on meaning and response (ACELR018)
S6A1104DA1	explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)
S6A1105RC2	evaluate the effectiveness of argument to persuade an audience in a range of complex critical and creative texts
S6A1106DA1	reflect on the ways in which particular texts are influenced by other texts and contexts (ACELR019)
S6A1106UA2	analyse how composers combine elements from different texts, sources and genres to create new texts for particular audiences
S6A1106RC1	select and combine specific textual elements to create new texts and assess their effectiveness for different audiences, purposes and contexts
S6A1106RC2	analyse the relationships between conventions of genre, audience expectations and interpretations of texts, and the ways texts may conform or subvert these conventions (ACELR020)
S6A1107EP2	appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures
S6A1107DA1	investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1107UA3	evaluate how language choices confirm or challenge personal, social and cultural identity, and recognise how they influence how a text is valued
S6A1108DA3	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
YEAR 12	
S6A1201DA2	analyse and evaluate how and why texts influence and position readers and viewers (ACEEN040)
S6A1202UA1	analyse and evaluate the effects of combining linguistic, multimedial, interactive and navigational conventions in texts
S6A1202UA2	critically evaluate how reliability in texts may be established through different media and technologies
S6A1204DA1	apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts
S6A1204RC2	experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts
S6A1205DA2	engage critically and creatively with a wide range of texts which may be informed by different critical perspectives
S6A1205RC3	compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
S6A1208DA3	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6A1208RC2	evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts

S6 Related syllabus content // CHARACTER

S6

Students understand that characterisation depends on assumptions about people and the world we inhabit.

They learn that

- judgements about character are framed by other narrative elements such as point of view, genre, focalisation, imagery, by larger discourses and by views of oneself
- representations of character may serve various functions in a narrative such as exemplars of perspectives or values, a contrast or parallel to others, drivers of action etc.*
- we tend to impose psychological coherence on a series of thoughts, actions and interactions*
- contradictory forces in a character may raise questions about the nature of a unified self*.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101DA2	analyse and explain how and why texts influence and position readers and viewers (ACEEN040)
S6A1101UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A1102EP1	examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies
S6A1103RC1	explain how argument and narrative may be represented in critical and creative texts
S6A1104EP1	explore a wide range of texts, including those that represent the diverse experiences of Aboriginal and/or Torres Strait Islander peoples, to engage with ideas, perspectives and conventions in familiar and new contexts
S6A1104EP2	understand that significant language concepts may operate across different textual forms, for example narrative and point of view in speeches, documentaries and poems
S6A1104DA1	explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)
S6A1104UA2	draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050)
S6A1104UA3	use analysis of specific language concepts and literary devices in texts to inform the composition of imaginative texts (ACELR034)
S6A1104RC2	integrate real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033)
S6A1105UA2	examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created (ACELR006)
S6A1105UA3	select and use particular aspects of language, style and convention, for example narrative point of view, syntax, modality and nominalisation
S6A1106EP1	compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
S6A1106UA1	investigate similarities and differences between and among texts that may be linked by form, perspective or genre

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1106UA2	analyse how composers combine elements from different texts, sources and genres to create new texts for particular audiences
S6A1106RC2	analyse the relationships between conventions of genre, audience expectations and interpretations of texts, and the ways texts may conform or subvert these conventions (ACELR020)
S6A1107EP1	understand that texts offer vicarious experiences of the wider world for critical reflection and pleasure (ACELR015)
S6A1107EP2	appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures
S6A1107DA1	investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts
S6A1107UA1	analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts
S6A1107UA2	understand and analyse the effect of language and structural choices on shaping own and others' perspectives, for example figurative language or narrative point of view
S6A1107UA3	evaluate how language choices confirm or challenge personal, social and cultural identity, and recognise how they influence how a text is valued
S6A1107RC1	analyse how and why perspectives are represented differently in a range of complex texts
S6A1108EP1	explain and evaluate whether their own perspectives and values align with the perspectives and values expressed in texts (ACELR039)
S6A1108DA2	examine the ways in which authors represent Australian culture, place and identity both to Australians and the wider world (ACELR040)
S6A1108UA1	analyse the ways that specific language features and stylistic features represent cultural assumptions and values in a range of texts (ACELR058)
S6A1108RC1	compare cultural perspectives in texts from different personal, social, historical and cultural contexts, including texts by and about Aboriginal and Torres Strait Islander people/s, other Australians and people with Asian heritage
S6A1108RC2	experiment and reflect on changes to texts, for example point of view, form or setting to explore different cultural meanings
YEAR 12	
S6A1201EP2	critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1201DA2	analyse and evaluate how and why texts influence and position readers and viewers (ACEEN040)
S6A1201UA2	judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes
S6A1202RC3	evaluate the effects of using different textual conventions, modes and media in sophisticated, challenging texts
S6A1203EP1	engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1203RC1	support critical interpretations of texts through sustained argument and relevant detailed textual analysis (ACELR046)
S6A1204UA1	explain the ways specific language concepts, for example imagery, symbolism or sound, shape meaning for different audiences and purposes
S6A1204UA3	apply knowledge and experience of literary devices in creating new texts (ACELR050)
S6A1204RC2	experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts
S6A1205DA1	evaluate the influence of the contexts of composers and responders on perspectives and ideas
S6A1205UA1	analyse how different language forms, features and structures can be used to represent different perspectives
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206DA1	evaluate how texts reflect, confirm or challenge expectations associated with particular genres and styles
S6A1206DA2	analyse the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057)
S6A1206UA1	compare and evaluate the use of textual conventions and patterns in texts from different contexts to deepen their understanding of how meaning is made
S6A1206UA2	analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes
S6A1206RC1	critically analyse how intertextuality and textual appropriation influence interpretation and meaning
S6A1206RC2	evaluate and discuss whether textual appropriations lead to a deeper understanding of the original text and their own cultural context
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
S6A1207DA1	evaluate the effect of context on shaping the social, moral and ethical perspectives in texts
S6A1207UA1	evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued
S6A1208EP1	explore the ways that texts represent alternative ways of seeing the world
S6A1208EP2	critically evaluate the effect of engaging with other cultures and values through texts on their own perspectives and values
S6A1208DA1	evaluate and reflect on values and perspectives in texts from different historical and cultural contexts, including their own

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1208DA2	evaluate and reflect on the relationship between representations of significant historical and cultural events and figures, and their representations in texts (ACELR041)
S6A1208UA1	critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts
S6A1208UA2	analyse and evaluate how personal and cultural assumptions can be inferred from particular uses of language, for example figurative language, irony and rhetoric
S6A1208RC1	evaluate cultural assumptions in texts from different personal, social, historical and cultural contexts, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage
S6A1208RC2	evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts

S6 Related syllabus content // CODE AND CONVENTION

S6

Students understand that codes and conventions are constantly evolving in response to new forms of communication and cultural change.

They learn that

- deliberate manipulation of and experimentation with codes and conventions can stimulate and express complex thinking
- codes and conventions are used to promote, reflect or subvert value systems
- combinations of codes and conventions in various modes and media lead to hybrid genres and emerging textual forms
- control of codes and conventions offers different ways of responding to and composing texts
- codes and conventions reveal the constructedness of texts and the potential for destabilisation of meaning*.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A1101UA2	explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
S6A1101RC2	compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes
S6A1102EP1	examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies
S6A1102UA2	examine the effects of combining linguistic and multimedial conventions in texts
S6A1102RC1	experiment with emerging textual forms by combining different media and technologies and describe the impacts of this combination on meaning and response (ACELR018)
S6A1103EP1	engage with complex texts to understand and appreciate the power of language in shaping meaning
S6A1103EP2	investigate and explain how mode, medium and form shape responses to texts, for example how spoken language can evoke particular audience reactions (ACELR002)
S6A1103DA1	explain the effect of language choices in different personal, social and cultural contexts and how these choices influence meaning
S6A1103DA2	explain how changes in context influence responses to particular language choices in texts
S6A1103UA1	use appropriate language for making connections, questioning, affirming, challenging and speculating about texts with increasing clarity
S6A1103UA2	use appropriate linguistic, stylistic, critical and creative terminology to compose and respond to texts (ACELR012)
S6A1103UA3	use accurate spelling, punctuation, syntax and metalanguage in complex creative and critical texts (ACEEN017)
S6A1103RC2	experiment with language conventions and forms in the composition of persuasive and imaginative texts for a variety of purposes and audiences

SYLLABUS CODE	SYLLABUS CONTENT
S6A1104EP1	explore a wide range of texts, including those that represent the diverse experiences of Aboriginal and/or Torres Strait Islander peoples, to engage with ideas, perspectives and conventions in familiar and new contexts
S6A1104EP2	understand that significant language concepts may operate across different textual forms, for example narrative and point of view in speeches, documentaries and poems
S6A1104DA1	explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)
S6A1104UA1	investigate and experiment with combinations of specific language concepts, aspects of style and form to achieve deliberate effects in sustained compositions (ACELR017)
S6A1104UA2	draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050)
S6A1104UA3	use analysis of specific language concepts and literary devices in texts to inform the composition of imaginative texts (ACELR034)
S6A1104RC1	compare and evaluate specific uses of language in a range of textual forms
S6A1105UA2	examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created (ACELR006)
S6A1105UA3	select and use particular aspects of language, style and convention, for example narrative point of view, syntax, modality and nominalisation
S6A1106EP1	compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
S6A1106RC1	select and combine specific textual elements to create new texts and assess their effectiveness for different audiences, purposes and contexts
S6A1107DA1	investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts
S6A1107UA2	understand and analyse the effect of language and structural choices on shaping own and others' perspectives, for example figurative language or narrative point of view
S6A1108UA1	analyse the ways that specific language features and stylistic features represent cultural assumptions and values in a range of texts (ACELR058)
S6A1109UA1	apply knowledge and communication skills gained in collaborative and independent learning environments to new learning contexts
S6A1109UA2	select and use appropriate metalanguage and textual forms to assess and reflect on learning
YEAR 12	
S6A1201UA1	analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities (ACELR005)
S6A1201UA2	judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes
S6A1201RC2	compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065)

SYLLABUS CODE	SYLLABUS CONTENT
S6A1202EP1	examine the ways composers (authors, poets, playwrights, directors, designers and so on) innovate with textual conventions through the combination of different modes, media and technologies
S6A1202UA1	analyse and evaluate the effects of combining linguistic, multimedial, interactive and navigational conventions in texts
S6A1202RC1	compose complex and sophisticated texts in different modes, media and forms (ACELR014)
S6A1202RC3	evaluate the effects of using different textual conventions, modes and media in sophisticated, challenging texts
S6A1203EP1	engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning
S6A1203EP2	explore and evaluate how mode, medium and form shape and inform responses to texts
S6A1203DA1	critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses
S6A1203DA2	use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts (ACEEN011)
S6A1203UA1	skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control
S6A1203UA2	skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063)
S6A1203UA3	make innovative and imaginative use of language features including punctuation and syntax for particular effects (ACEEN051)
S6A1203RC2	analyse and evaluate the effectiveness of language patterns in their own and others' compositions, for example grammatical and figurative choices
S6A1204EP1	use knowledge of language concepts to engage with unfamiliar textual forms or complex texts in unfamiliar contexts
S6A1204UA3	apply knowledge and experience of literary devices in creating new texts (ACELR050)
S6A1204RC1	evaluate how aspects of style and form, in a range of modes and media, achieve deliberate effects in sustained compositions (ACELR017)
S6A1204RC2	experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts
S6A1205UA1	analyse how different language forms, features and structures can be used to represent different perspectives
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206DA1	evaluate how texts reflect, confirm or challenge expectations associated with particular genres and styles
S6A1206UA1	compare and evaluate the use of textual conventions and patterns in texts from different contexts to deepen their understanding of how meaning is made

SYLLABUS CODE	SYLLABUS CONTENT
S6A1206UA2	analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
S6A1207EP1	appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure (ACELR038)
S6A1207UA1	evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued
S6A1207RC2	experiment in own compositions with the different ways in which form, personal style, language and content engage and position the audience (ACELR052)
S6A1208UA1	critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts
S6A1208UA2	analyse and evaluate how personal and cultural assumptions can be inferred from particular uses of language, for example figurative language, irony and rhetoric
S6A1208RC2	evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts
S6A1209UA2	use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others

S6 Related syllabus content // CONNOTATION, IMAGERY & SYMBOL

S6

Students understand that figurative language accesses different ways of thinking and feeling.

They learn that

- figurative language gives access to abstract ideas by inviting us to understand one thing in terms of another
- when figurative language becomes ubiquitous its effect is clichéd
- figurative language creates a network of meanings and associations
- figurative language is pervasive in everyday life reflecting cultural assumptions about common activities
- inventiveness in figurative language depends on the distance between objects of comparison, making the familiar strange*
- figurative language may privilege particular groups, attitudes and experiences*.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101EP2	appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1101UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A1101UA2	explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
S6A1103RC2	experiment with language conventions and forms in the composition of persuasive and imaginative texts for a variety of purposes and audiences
S6A1104UA2	draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050)
S6A1104UA3	use analysis of specific language concepts and literary devices in texts to inform the composition of imaginative texts (ACELR034)
S6A1104RC1	compare and evaluate specific uses of language in a range of textual forms
S6A1105UA1	explain how text structures, language features and stylistic choices, for example metaphor, provide a framework for audience expectations, responses and interpretations of texts (ACELR023)
S6A1105UA3	select and use particular aspects of language, style and convention, for example narrative point of view, syntax, modality and nominalisation
S6A1106EP1	compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
S6A1107UA2	understand and analyse the effect of language and structural choices on shaping own and others' perspectives, for example figurative language or narrative point of view
S6A1108DA1	evaluate the impact of specific cultural references on meaning, for example historical allusion, cultural stories and symbol
YEAR 12	
S6A1201EP2	critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences

SYLLABUS CODE	SYLLABUS CONTENT
S6A1201UA1	analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities (ACELR005)
S6A1201UA2	judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes
S6A1203EP1	engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning
S6A1203DA1	critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses
S6A1203DA2	use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts (ACEEN011)
S6A1203UA2	skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063)
S6A1203UA3	make innovative and imaginative use of language features including punctuation and syntax for particular effects (ACEEN051)
S6A1203RC2	analyse and evaluate the effectiveness of language patterns in their own and others' compositions, for example grammatical and figurative choices
S6A1204EP1	use knowledge of language concepts to engage with unfamiliar textual forms or complex texts in unfamiliar contexts
S6A1204UA1	explain the ways specific language concepts, for example imagery, symbolism or sound, shape meaning for different audiences and purposes
S6A1204UA2	analyse how significant language concepts, for example motif, can guide audiences to make meaning of unfamiliar texts
S6A1204UA3	apply knowledge and experience of literary devices in creating new texts (ACELR050)
S6A1205UA2	critically evaluate the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example symbolism, metonymy, irony or imagery (ACELR009)
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206UA1	compare and evaluate the use of textual conventions and patterns in texts from different contexts to deepen their understanding of how meaning is made
S6A1206UA2	analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
S6A1207EP1	appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure (ACELR038)
S6A1207UA1	evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued

SYLLABUS CODE	SYLLABUS CONTENT
S6A1207RC2	experiment in own compositions with the different ways in which form, personal style, language and content engage and position the audience (ACELR052)
S6A1208UA1	critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts
S6A1208UA2	analyse and evaluate how personal and cultural assumptions can be inferred from particular uses of language, for example figurative language, irony and rhetoric
S6A1208RC2	evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts

S6 Related syllabus content // CONTEXT

S6

Students understand that context is critical to the variety of meanings that are made through texts.

They learn that

- exposure to texts in different contexts extends and deepens their capacity for making meaning
- context creates a dynamic relationship between responder, text and composer
- social, cultural and historical contexts influence style, as do contexts of mode and medium
- particular contexts privilege certain kinds of response and composition
- recontextualisation may expose assumptions that have become naturalised
- theoretical perspectives emerge from particular contexts to become paradigms, influencing the possible ways we see the world*
- the very acts of composing and responding are contexts that produce the meanings made*.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101EP1	explain the relationship between responder, composer, text and context
S6A1101DA1	explain the personal, social, historical and cultural contexts of composing and responding, and evaluate how these contexts impact on meaning
S6A1101UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A1102EP1	examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies
S6A1102EP2	explore the ways different media and technologies influence the relationships between texts and responders (readers, listeners, viewers or audiences and so on), for example flexible reading pathways in digital texts
S6A1102DA1	select and use appropriate processes and technologies for particular purposes, audiences and contexts
S6A1102DA2	examine the relationships between emerging textual forms and their social, cultural and historical contexts
S6A1102UA1	explain how the reliability of texts is shaped and influenced by choices of medium
S6A1103EP2	investigate and explain how mode, medium and form shape responses to texts, for example how spoken language can evoke particular audience reactions (ACELR002)
S6A1103DA1	explain the effect of language choices in different personal, social and cultural contexts and how these choices influence meaning
S6A1103DA2	explain how changes in context influence responses to particular language choices in texts
S6A1103RC2	experiment with language conventions and forms in the composition of persuasive and imaginative texts for a variety of purposes and audiences
S6A1104EP1	explore a wide range of texts, including those that represent the diverse experiences of Aboriginal and/or Torres Strait Islander peoples, to engage with ideas, perspectives and conventions in familiar and new contexts
S6A1104DA1	explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)

SYLLABUS CODE	SYLLABUS CONTENT
S6A1105DA1	compare the ways texts may be composed and responded to in different contexts and how this influences meaning
S6A1105UA1	explain how text structures, language features and stylistic choices, for example metaphor, provide a framework for audience expectations, responses and interpretations of texts (ACELR023)
S6A1106DA1	reflect on the ways in which particular texts are influenced by other texts and contexts (ACELR019)
S6A1106DA2	examine how texts in different literary forms, media or traditions are similar or different (ACELR055)
S6A1106UA2	analyse how composers combine elements from different texts, sources and genres to create new texts for particular audiences
S6A1106RC1	select and combine specific textual elements to create new texts and assess their effectiveness for different audiences, purposes and contexts
S6A1107EP2	appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures
S6A1107DA1	investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts
S6A1107UA1	analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts
S6A1107UA3	evaluate how language choices confirm or challenge personal, social and cultural identity, and recognise how they influence how a text is valued
S6A1108DA1	evaluate the impact of specific cultural references on meaning, for example historical allusion, cultural stories and symbol
S6A1108DA2	examine the ways in which authors represent Australian culture, place and identity both to Australians and the wider world (ACELR040)
S6A1108DA4	explore how literature reflects cultural change (ACELR053)
S6A1108UA1	analyse the ways that specific language features and stylistic features represent cultural assumptions and values in a range of texts (ACELR058)
S6A1108UA2	evaluate the ways that ideas, voices and perspectives are evident in texts representing different personal, historical and cultural contexts
YEAR 12	
S6A1201EP1	evaluate the relationship between responder, composer, text and context
S6A1201DA1	critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning
S6A1201DA2	analyse and evaluate how and why texts influence and position readers and viewers (ACEEN040)
S6A1202DA1	critically analyse how different textual forms, technologies and media of production reflect personal, social, historical and cultural contexts
S6A1202UA2	critically evaluate how reliability in texts may be established through different media and technologies
S6A1202RC2	independently use and assess the processes of drafting, reflecting, editing, refining, revising and presenting for a range of audiences and purposes

SYLLABUS CODE	SYLLABUS CONTENT
S6A1202RC3	evaluate the effects of using different textual conventions, modes and media in sophisticated, challenging texts
S6A1203EP2	explore and evaluate how mode, medium and form shape and inform responses to texts
S6A1203DA1	critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses
S6A1203DA2	use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts (ACEEN011)
S6A1204EP1	use knowledge of language concepts to engage with unfamiliar textual forms or complex texts in unfamiliar contexts
S6A1204DA1	apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts
S6A1204DA2	evaluate how changing context and values can influence how texts are composed and interpreted
S6A1204UA1	explain the ways specific language concepts, for example imagery, symbolism or sound, shape meaning for different audiences and purposes
S6A1204RC2	experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts
S6A1205DA1	evaluate the influence of the contexts of composers and responders on perspectives and ideas
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206DA2	analyse the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057)
S6A1206UA1	compare and evaluate the use of textual conventions and patterns in texts from different contexts to deepen their understanding of how meaning is made
S6A1206UA2	analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes
S6A1206RC2	evaluate and discuss whether textual appropriations lead to a deeper understanding of the original text and their own cultural context
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
S6A1207DA1	evaluate the effect of context on shaping the social, moral and ethical perspectives in texts
S6A1207DA2	evaluate how texts, including their own compositions, are influenced by personal, social and cultural contexts and recognise how they are valued
S6A1207UA1	evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued
S6A1207RC1	evaluate interpretations of texts that derive from different perspectives and recognise how this influences personal composition and response

SYLLABUS CODE	SYLLABUS CONTENT
S6A1208EP2	critically evaluate the effect of engaging with other cultures and values through texts on their own perspectives and values
S6A1208DA1	evaluate and reflect on values and perspectives in texts from different historical and cultural contexts, including their own
S6A1208DA2	evaluate and reflect on the relationship between representations of significant historical and cultural events and figures, and their representations in texts (ACELR041)
S6A1208DA3	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6A1208RC1	evaluate cultural assumptions in texts from different personal, social, historical and cultural contexts, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage

S6 Related syllabus content // GENRE

S6

Students understand that genres are textual expressions of social and cultural purposes.

They learn that

- all texts are instances of one or more genres
- genres are dynamic and open-ended
- new genres may emerge through different technologies or through blending to form hybrids
- interpretations vary when texts are read through different generic 'frames'
- responders and composers can choose to draw attention to or ignore the guidance offered by these generic 'frames'

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101EP1	explain the relationship between responder, composer, text and context
S6A1101DA1	explain the personal, social, historical and cultural contexts of composing and responding, and evaluate how these contexts impact on meaning
S6A1101DA2	analyse and explain how and why texts influence and position readers and viewers (ACEEN040)
S6A1101UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A1101RC2	compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes
S6A1102DA2	examine the relationships between emerging textual forms and their social, cultural and historical contexts
S6A1102RC1	experiment with emerging textual forms by combining different media and technologies and describe the impacts of this combination on meaning and response (ACELR018)
S6A1103EP2	investigate and explain how mode, medium and form shape responses to texts, for example how spoken language can evoke particular audience reactions (ACELR002)
S6A1103RC1	explain how argument and narrative may be represented in critical and creative texts
S6A1103RC2	experiment with language conventions and forms in the composition of persuasive and imaginative texts for a variety of purposes and audiences
S6A1104DA1	explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)
S6A1104UA1	investigate and experiment with combinations of specific language concepts, aspects of style and form to achieve deliberate effects in sustained compositions (ACELR017)
S6A1104UA2	draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050)
S6A1104RC1	compare and evaluate specific uses of language in a range of textual forms
S6A1105UA1	explain how text structures, language features and stylistic choices, for example metaphor, provide a framework for audience expectations, responses and interpretations of texts (ACELR023)

SYLLABUS CODE	SYLLABUS CONTENT
S6A1106EP1	compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
S6A1106DA1	reflect on the ways in which particular texts are influenced by other texts and contexts (ACELR019)
S6A1106DA2	examine how texts in different literary forms, media or traditions are similar or different (ACELR055)
S6A1106UA1	investigate similarities and differences between and among texts that may be linked by form, perspective or genre
S6A1106UA2	analyse how composers combine elements from different texts, sources and genres to create new texts for particular audiences
S6A1106RC2	analyse the relationships between conventions of genre, audience expectations and interpretations of texts, and the ways texts may conform or subvert these conventions (ACELR020)
S6A1107DA1	investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts
YEAR 12	
S6A1201UA1	analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities (ACELR005)
S6A1201RC2	compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065)
S6A1202EP1	examine the ways composers (authors, poets, playwrights, directors, designers and so on) innovate with textual conventions through the combination of different modes, media and technologies
S6A1202DA1	critically analyse how different textual forms, technologies and media of production reflect personal, social, historical and cultural contexts
S6A1203EP1	engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning
S6A1203EP2	explore and evaluate how mode, medium and form shape and inform responses to texts
S6A1203DA1	critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses
S6A1204RC1	evaluate how aspects of style and form, in a range of modes and media, achieve deliberate effects in sustained compositions (ACELR017)
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206DA1	evaluate how texts reflect, confirm or challenge expectations associated with particular genres and styles
S6A1206UA2	analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)

SYLLABUS CODE	SYLLABUS CONTENT
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued
S6A1208RC2	evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts

S6 Related syllabus content // INTERTEXTUALITY

S6

Students understand that every text is in dialogue with other texts. These dialogues can be explicit, implied or inferred.

They learn that

- intertextuality is a relationship formed by a composer or responder between and among texts through recognising common features
- texts have within them the seeds and resonances of other texts, so becoming interdependent for meaning making
- intertextuality involves re-visioning texts for critical and creative purposes*
- intertextuality invites consideration of the value of a text.*

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101DA2	analyse and explain how and why texts influence and position readers and viewers (ACEEN040)
S6A1101UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A1102EP2	explore the ways different media and technologies influence the relationships between texts and responders (readers, listeners, viewers or audiences and so on), for example flexible reading pathways in digital texts
S6A1104DA1	explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)
S6A1104UA2	draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050)
S6A1104RC2	integrate real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033)
S6A1106EP1	compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
S6A1106EP2	reflect on intertextual relationships between familiar texts and a widening range of new texts
S6A1106DA1	reflect on the ways in which particular texts are influenced by other texts and contexts (ACELR019)
S6A1106DA2	examine how texts in different literary forms, media or traditions are similar or different (ACELR055)
S6A1106UA1	investigate similarities and differences between and among texts that may be linked by form, perspective or genre
S6A1106UA2	analyse how composers combine elements from different texts, sources and genres to create new texts for particular audiences
S6A1107DA1	investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts
S6A1108DA1	evaluate the impact of specific cultural references on meaning, for example historical allusion, cultural stories and symbol

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6A1201UA1	analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities (ACELR005)
S6A1204EP1	use knowledge of language concepts to engage with unfamiliar textual forms or complex texts in unfamiliar contexts
S6A1204UA2	analyse how significant language concepts, for example motif, can guide audiences to make meaning of unfamiliar texts
S6A1204RC2	experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206DA2	analyse the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057)
S6A1206UA2	analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes
S6A1206RC1	critically analyse how intertextuality and textual appropriation influence interpretation and meaning
S6A1206RC2	evaluate and discuss whether textual appropriations lead to a deeper understanding of the original text and their own cultural context
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
S6A1208RC2	evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts

S6 Related syllabus content // LITERARY VALUE

S6

Students understand that the notion of literary value is being reworked by globalisation, digitalisation and the shaping influences of media.

They learn that

- criteria of valorisation vary depending on the dominant tastes of a culture and change from age to age and with technology
- literary value is traditionally seen to reside in texts that*
 - have the function of reflecting or shaping society
 - are 'elevating' or 'civilising' in their promotion of aesthetic and moral values
 - seem to be original and arise from an individual genius
 - make assumptions about universality
- form a repository of cultural capital as a bulwark against erosion by populism
- different ways of valuing texts reflect and imply different ways of reading.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101EP2	appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1104DA1	explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)
S6A1105EP1	investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways
S6A1105DA1	compare the ways texts may be composed and responded to in different contexts and how this influences meaning
S6A1106DA2	examine how texts in different literary forms, media or traditions are similar or different (ACELR055)
S6A1106RC2	analyse the relationships between conventions of genre, audience expectations and interpretations of texts, and the ways texts may conform or subvert these conventions (ACELR020)
S6A1107EP2	appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures
S6A1107UA1	analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts
S6A1107UA3	evaluate how language choices confirm or challenge personal, social and cultural identity, and recognise how they influence how a text is valued
S6A1108DA2	examine the ways in which authors represent Australian culture, place and identity both to Australians and the wider world (ACELR040)
S6A1108DA4	explore how literature reflects cultural change (ACELR053)
S6A1108RC2	experiment and reflect on changes to texts, for example point of view, form or setting to explore different cultural meanings

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6A1201EP2	critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1201DA1	critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning
S6A1204DA2	evaluate how changing context and values can influence how texts are composed and interpreted
S6A1205EP1	critically investigate a wide range of complex texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206DA2	analyse the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057)
S6A1206RC2	evaluate and discuss whether textual appropriations lead to a deeper understanding of the original text and their own cultural context
S6A1207DA1	evaluate the effect of context on shaping the social, moral and ethical perspectives in texts
S6A1207DA2	evaluate how texts, including their own compositions, are influenced by personal, social and cultural contexts and recognise how they are valued
S6A1207UA1	evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued

S6 Related syllabus content // NARRATIVE

S6

Students understand that narrative shapes our understanding of human experience, each story contributing to larger narratives that claim to give purpose to life.

They learn that

- narrative organises relationships between characters, places and events into a meaningful forms
- we see ourselves and our experiences as and through narrative
- narratives can be interpreted in different ways including as metaphor, symbol or psychology*
- the functional, psychological, symbolic or metaphorical - and have various purposes*
- narratives are ideologically driven and can be used to legitimise the values of particular groups*
- narratives are everywhere and we are so used to them that we cannot see them at work; analysis makes us conscious of how narrative shapes our thoughts.*

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A11O1EP2	appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A11O1UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A11O1RC2	compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes
S6A11O2EP1	examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies
S6A11O3DA3	understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity
S6A11O3RC1	explain how argument and narrative may be represented in critical and creative texts
S6A11O3RC2	experiment with language conventions and forms in the composition of persuasive and imaginative texts for a variety of purposes and audiences
S6A11O4EP1	explore a wide range of texts, including those that represent the diverse experiences of Aboriginal and/or Torres Strait Islander peoples, to engage with ideas, perspectives and conventions in familiar and new contexts
S6A11O4EP2	understand that significant language concepts may operate across different textual forms, for example narrative and point of view in speeches, documentaries and poems
S6A11O4DA1	explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)
S6A11O4UA1	investigate and experiment with combinations of specific language concepts, aspects of style and form to achieve deliberate effects in sustained compositions (ACELR017)
S6A11O4UA3	use analysis of specific language concepts and literary devices in texts to inform the composition of imaginative texts (ACELR034)
S6A11O4RC2	integrate real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033)

SYLLABUS CODE	SYLLABUS CONTENT
S6A1105EP1	investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways
S6A1105UA2	examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created (ACELR006)
S6A1105UA3	select and use particular aspects of language, style and convention, for example narrative point of view, syntax, modality and nominalisation
S6A1105RC3	investigate complex ideas and information through sustained argument and imaginative compositions
S6A1106EP1	compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
S6A1107EP1	understand that texts offer vicarious experiences of the wider world for critical reflection and pleasure (ACELR015)
S6A1107UA1	analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts
S6A1107UA2	understand and analyse the effect of language and structural choices on shaping own and others' perspectives, for example figurative language or narrative point of view
S6A1107RC2	compose creative and critical texts that reflect particular values and perspectives, including their own
S6A1108EP2	consider the effect of engaging with other cultures and values through texts on their own perspectives and values
S6A1108DA2	examine the ways in which authors represent Australian culture, place and identity both to Australians and the wider world (ACELR040)
YEAR 12	
S6A1201EP2	critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1201UA2	judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes
S6A1201RC2	compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065)
S6A1203EP1	engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning
S6A1203DA2	use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts (ACEEN011)
S6A1203UA2	skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063)
S6A1204RC1	evaluate how aspects of style and form, in a range of modes and media, achieve deliberate effects in sustained compositions (ACELR017)
S6A1204RC2	experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts
S6A1205RC2	analyse and evaluate the effectiveness of argument in imaginative, informative and persuasive texts

SYLLABUS CODE	SYLLABUS CONTENT
S6A1205RC3	compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206DA1	evaluate how texts reflect, confirm or challenge expectations associated with particular genres and styles
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
S6A1207UA1	evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
S6A1208EP1	explore the ways that texts represent alternative ways of seeing the world

S6 Related syllabus content // PERSPECTIVE

S6

Students understand that perspective is dialogic and a foundation for flexible and self-reflexive thought.

They learn that

- different perspectives may be adopted for particular purposes
- engaging with different perspectives gives insight into one's own worldview and how we position ourselves in relation to others
- adopting different perspectives may confirm, challenge or modify other readings
- perspectives in texts may be naturalised*
- texts may be critiqued and debated through particular perspectives, including perspectives that are theoretically informed*.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101EP1	explain the relationship between responder, composer, text and context
S6A1101DA2	analyse and explain how and why texts influence and position readers and viewers (ACEEN040)
S6A1101UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A1104EP1	explore a wide range of texts, including those that represent the diverse experiences of Aboriginal and/or Torres Strait Islander peoples, to engage with ideas, perspectives and conventions in familiar and new contexts
S6A1106UA1	investigate similarities and differences between and among texts that may be linked by form, perspective or genre
S6A1107EP2	appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures
S6A1107DA1	investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts
S6A1107UA1	analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts
S6A1107UA2	understand and analyse the effect of language and structural choices on shaping own and others' perspectives, for example figurative language or narrative point of view
S6A1107RC1	analyse how and why perspectives are represented differently in a range of complex texts
S6A1107RC2	compose creative and critical texts that reflect particular values and perspectives, including their own
S6A1108EP1	explain and evaluate whether their own perspectives and values align with the perspectives and values expressed in texts (ACELR039)
S6A1108EP2	consider the effect of engaging with other cultures and values through texts on their own perspectives and values
S6A1108UA2	evaluate the ways that ideas, voices and perspectives are evident in texts representing different personal, historical and cultural contexts
S6A1108RC2	experiment and reflect on changes to texts, for example point of view, form or setting to explore different cultural meanings

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6A1201EP2	critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1201DA1	critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning
S6A1204DA2	evaluate how changing context and values can influence how texts are composed and interpreted
S6A1205DA1	evaluate the influence of the contexts of composers and responders on perspectives and ideas
S6A1205DA2	engage critically and creatively with a wide range of texts which may be informed by different critical perspectives
S6A1205UA1	analyse how different language forms, features and structures can be used to represent different perspectives
S6A1205RC3	compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206DA2	analyse the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057)
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
S6A1207DA1	evaluate the effect of context on shaping the social, moral and ethical perspectives in texts
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued
S6A1207RC1	evaluate interpretations of texts that derive from different perspectives and recognise how this influences personal composition and response
S6A1208EP1	explore the ways that texts represent alternative ways of seeing the world
#VALUE!	critically evaluate the effect of engaging with other cultures and values through texts on their own perspectives and values
S6A1208DA1	evaluate and reflect on values and perspectives in texts from different historical and cultural contexts, including their own
S6A1208UA1	critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts

S6 Related syllabus content // POINT OF VIEW

S6

Students understand that point of view dictates the distance - temporal, spatial and emotional - between the responder and the events and ideas in the texts.

They learn that

- point of view gives us a position from which to judge events
- a consistent and unobtrusive point of view is a mark of realism
- multiple narrators and focalisers may construct complex, shifting or problematic meanings
- in texts purporting to be objective, shaping by point of view may be difficult to discern
- testing the reliability of a narrator or focaliser requires consideration of other points of view implied in the text or of our understanding of the world.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101DA2	analyse and explain how and why texts influence and position readers and viewers (ACEEN040)
S6A1101UA2	explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
S6A1101RC2	compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes
S6A1102EP1	examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies
S6A1104EP2	understand that significant language concepts may operate across different textual forms, for example narrative and point of view in speeches, documentaries and poems
S6A1104UA2	draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050)
S6A1104UA3	use analysis of specific language concepts and literary devices in texts to inform the composition of imaginative texts (ACELR034)
S6A1104RC1	compare and evaluate specific uses of language in a range of textual forms
S6A1104RC2	integrate real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033)
S6A1105UA2	examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created (ACELR006)
S6A1105UA3	select and use particular aspects of language, style and convention, for example narrative point of view, syntax, modality and nominalisation
S6A1106EP1	compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
S6A1106RC1	select and combine specific textual elements to create new texts and assess their effectiveness for different audiences, purposes and contexts
S6A1107UA2	understand and analyse the effect of language and structural choices on shaping own and others' perspectives, for example figurative language or narrative point of view

SYLLABUS CODE	SYLLABUS CONTENT
S6A1108UA2	evaluate the ways that ideas, voices and perspectives are evident in texts representing different personal, historical and cultural contexts
S6A1108RC2	experiment and reflect on changes to texts, for example point of view, form or setting to explore different cultural meanings
YEAR 12	
S6A1201UA1	analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities (ACELR005)
S6A1201UA2	judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes
S6A1202RC3	evaluate the effects of using different textual conventions, modes and media in sophisticated, challenging texts
S6A1203EP1	engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning
S6A1203DA1	critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses
S6A1203DA2	use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts (ACEEN011)
S6A1204UA2	analyse how significant language concepts, for example motif, can guide audiences to make meaning of unfamiliar texts
S6A1204UA3	apply knowledge and experience of literary devices in creating new texts (ACELR050)
S6A1204RC2	experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
S6A1207RC2	experiment in own compositions with the different ways in which form, personal style, language and content engage and position the audience (ACELR052)
S6A1208UA1	critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts

S6 Related syllabus content // REPRESENTATION

S6

Students understand that in representing the world composers and responders construct, co-construct, deconstruct and reconstruct meaning in and through texts.

They learn that

- representation organises and influences our views of experiences and ideas
- representation reinforces, challenges or may attempt to reshape values and ways of thinking
- systems of representation change according to culture, mode and medium
- representations in texts require an understanding of the differences between the implied and actual composer and/or responder*
- the very act of representation is an act of invention*.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101EP2	appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1101DA1	explain the personal, social, historical and cultural contexts of composing and responding, and evaluate how these contexts impact on meaning
S6A1101DA2	analyse and explain how and why texts influence and position readers and viewers (ACEEN040)
S6A1101UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A1101UA2	explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
S6A1101RC2	compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes
S6A1102DA1	select and use appropriate processes and technologies for particular purposes, audiences and contexts
S6A1103EP1	engage with complex texts to understand and appreciate the power of language in shaping meaning
S6A1103DA1	explain the effect of language choices in different personal, social and cultural contexts and how these choices influence meaning
S6A1103DA3	understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity
S6A1104EP1	explore a wide range of texts, including those that represent the diverse experiences of Aboriginal and/or Torres Strait Islander peoples, to engage with ideas, perspectives and conventions in familiar and new contexts
S6A1104UA1	investigate and experiment with combinations of specific language concepts, aspects of style and form to achieve deliberate effects in sustained compositions (ACELR017)
S6A1104RC2	integrate real and imagined experiences by selecting and adapting particular aspects of texts to create new texts (ACELR033)
S6A1105DA1	compare the ways texts may be composed and responded to in different contexts and how this influences meaning

SYLLABUS CODE	SYLLABUS CONTENT
S6A1105UA2	examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created (ACELR006)
S6A1105RC3	investigate complex ideas and information through sustained argument and imaginative compositions
S6A1107EP1	understand that texts offer vicarious experiences of the wider world for critical reflection and pleasure (ACELR015)
S6A1107DA1	investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts
S6A1107UA1	analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts
S6A1107RC1	analyse how and why perspectives are represented differently in a range of complex texts
S6A1108DA2	examine the ways in which authors represent Australian culture, place and identity both to Australians and the wider world (ACELR040)
S6A1108DA3	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6A1108UA1	analyse the ways that specific language features and stylistic features represent cultural assumptions and values in a range of texts (ACELR058)
S6A1108UA2	evaluate the ways that ideas, voices and perspectives are evident in texts representing different personal, historical and cultural contexts
S6A1108RC1	compare cultural perspectives in texts from different personal, social, historical and cultural contexts, including texts by and about Aboriginal and Torres Strait Islander people/s, other Australians and people with Asian heritage
YEAR 12	
S6A1201EP2	critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1201UA2	judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes
S6A1201RC2	compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065)
S6A1202RC1	compose complex and sophisticated texts in different modes, media and forms (ACELR014)
S6A1203EP1	engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning
S6A1203DA1	critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses
S6A1203UA2	skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063)
S6A1205DA1	evaluate the influence of the contexts of composers and responders on perspectives and ideas
S6A1205UA1	analyse how different language forms, features and structures can be used to represent different perspectives

SYLLABUS CODE	SYLLABUS CONTENT
S6A1205UA2	critically evaluate the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example symbolism, metonymy, irony or imagery (ACELR009)
S6A1205RC3	compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts
S6A1206DA1	evaluate how texts reflect, confirm or challenge expectations associated with particular genres and styles
S6A1206DA2	analyse the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057)
S6A1206UA2	analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes
S6A1206RC1	critically analyse how intertextuality and textual appropriation influence interpretation and meaning
S6A1207EP1	appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure (ACELR038)
S6A1207UA1	evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued
S6A1208DA2	evaluate and reflect on the relationship between representations of significant historical and cultural events and figures, and their representations in texts (ACELR041)
S6A1208DA3	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6A1208UA2	analyse and evaluate how personal and cultural assumptions can be inferred from particular uses of language, for example figurative language, irony and rhetoric
S6A1208RC1	evaluate cultural assumptions in texts from different personal, social, historical and cultural contexts, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage
S6A1208RC2	evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts

S6 Related syllabus content // STYLE

S6

Students understand that style operates at macro and micro levels of texts and consists of deliberate combinations of aspects of language, expression and ideas.

They learn that

- style influences and has been influenced by other texts
- some styles are privileged over others according to purpose, circumstance and audience
- style is an identifier of different groups and can have inclusive or exclusive effects
- style is both aesthetic and dynamic, playing on the ways convention, subversion and experiment interact
 - style is a means by which composers can create rhetorical identities and personas*.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101EP2	appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1101UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A1101UA2	explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
S6A1101RC2	compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes
S6A1103UA2	use appropriate linguistic, stylistic, critical and creative terminology to compose and respond to texts (ACELR012)
S6A1103RC2	experiment with language conventions and forms in the composition of persuasive and imaginative texts for a variety of purposes and audiences
S6A1104UA1	investigate and experiment with combinations of specific language concepts, aspects of style and form to achieve deliberate effects in sustained compositions (ACELR017)
S6A1104UA2	draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050)
S6A1104UA3	use analysis of specific language concepts and literary devices in texts to inform the composition of imaginative texts (ACELR034)
S6A1105UA1	explain how text structures, language features and stylistic choices, for example metaphor, provide a framework for audience expectations, responses and interpretations of texts (ACELR023)
S6A1105UA3	select and use particular aspects of language, style and convention, for example narrative point of view, syntax, modality and nominalisation
S6A1106EP1	compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
S6A1106DA1	reflect on the ways in which particular texts are influenced by other texts and contexts (ACELR019)
S6A1107UA3	evaluate how language choices confirm or challenge personal, social and cultural identity, and recognise how they influence how a text is valued
S6A1108UA2	evaluate the ways that ideas, voices and perspectives are evident in texts representing different personal, historical and cultural contexts

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6A1201EP2	critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1201UA1	analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities (ACELR005)
S6A1201UA2	judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes
S6A1203EP1	engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning
S6A1203DA1	critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses
S6A1203DA2	use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts (ACEEN011)
S6A1203UA2	skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063)
S6A1203UA3	make innovative and imaginative use of language features including punctuation and syntax for particular effects (ACEEN051)
S6A1203RC2	analyse and evaluate the effectiveness of language patterns in their own and others' compositions, for example grammatical and figurative choices
S6A1204UA3	apply knowledge and experience of literary devices in creating new texts (ACELR050)
S6A1204RC1	evaluate how aspects of style and form, in a range of modes and media, achieve deliberate effects in sustained compositions (ACELR017)
S6A1207UA1	evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued
S6A1207RC2	experiment in own compositions with the different ways in which form, personal style, language and content engage and position the audience (ACELR052)
S6A1208UA1	critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts
S6A1208RC2	evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts
S6A1209UA1	reflect on their development as skilful and confident composers, in particular how they have experimented with and refined language choices to establish a distinctive personal style

S6 Related syllabus content // THEME

S6

Students understand that theme reinforces ways of thinking and being in a culture.

They learn that

- theme emerges out of the relationship between a responder, composer, a text and a culture.
- themes are often conveyed through non literal elements of a text, including metaphor, symbol, structure
- some discourses foreground particular themes
- themes may become archetypal in the representation of a culture across texts and contexts
- critical perspectives are a way of interrogating archetypal themes*.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101EP2	appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1101UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A1104EP1	explore a wide range of texts, including those that represent the diverse experiences of Aboriginal and/or Torres Strait Islander peoples, to engage with ideas, perspectives and conventions in familiar and new contexts
S6A1105RC3	investigate complex ideas and information through sustained argument and imaginative compositions
S6A1106EP1	compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
S6A1107UA1	analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts
S6A1108EP1	explain and evaluate whether their own perspectives and values align with the perspectives and values expressed in texts (ACELR039)
YEAR 12	
S6A1201EP2	critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1205DA1	evaluate the influence of the contexts of composers and responders on perspectives and ideas
S6A1205UA2	critically evaluate the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example symbolism, metonymy, irony or imagery (ACELR009)
S6A1205RC2	analyse and evaluate the effectiveness of argument in imaginative, informative and persuasive texts
S6A1205RC3	compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts
S6A1206RC1	critically analyse how intertextuality and textual appropriation influence interpretation and meaning
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)

SYLLABUS CODE	SYLLABUS CONTENT
S6A1207DA1	evaluate the effect of context on shaping the social, moral and ethical perspectives in texts
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued
S6A1208UA1	critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts

S6 Related syllabus content // UNDERSTANDING

S6

Students have knowledge of and insight into the textual concepts that underpin the discipline of English, particularly the nature of textuality for their responding and composing. They analyse the relationship between composer, text, responder and context to identify how this affects meaning.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A11O1EP1	explain the relationship between responder, composer, text and context
S6A11O1DA1	explain the personal, social, historical and cultural contexts of composing and responding, and evaluate how these contexts impact on meaning
S6A11O1DA2	analyse and explain how and why texts influence and position readers and viewers (ACEEN040)
S6A11O1UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A11O1UA2	explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
S6A11O2EP1	examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies
S6A11O2EP2	explore the ways different media and technologies influence the relationships between texts and responders (readers, listeners, viewers or audiences and so on), for example flexible reading pathways in digital texts
S6A11O2UA1	explain how the reliability of texts is shaped and influenced by choices of medium
S6A11O2UA2	examine the effects of combining linguistic and multimedial conventions in texts
S6A11O3EP2	investigate and explain how mode, medium and form shape responses to texts, for example how spoken language can evoke particular audience reactions (ACELR002)
S6A11O3DA1	explain the effect of language choices in different personal, social and cultural contexts and how these choices influence meaning
S6A11O3DA2	explain how changes in context influence responses to particular language choices in texts
S6A11O3DA3	understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity
S6A11O3UA2	use appropriate linguistic, stylistic, critical and creative terminology to compose and respond to texts (ACELR012)
S6A11O3UA3	use accurate spelling, punctuation, syntax and metalanguage in complex creative and critical texts (ACEEN017)

SYLLABUS CODE	SYLLABUS CONTENT
S6A1103RC1	explain how argument and narrative may be represented in critical and creative texts
S6A1104EP2	understand that significant language concepts may operate across different textual forms, for example narrative and point of view in speeches, documentaries and poems
S6A1104DA1	explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)
S6A1104UA2	draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts (ACELR050)
S6A1105DA1	compare the ways texts may be composed and responded to in different contexts and how this influences meaning
S6A1105UA1	explain how text structures, language features and stylistic choices, for example metaphor, provide a framework for audience expectations, responses and interpretations of texts (ACELR023)
S6A1105UA2	examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created (ACELR006)
S6A1105RC3	investigate complex ideas and information through sustained argument and imaginative compositions
S6A1107DA1	investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts
S6A1108DA3	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6A1108DA4	explore how literature reflects cultural change (ACELR053)
S6A1109UA1	apply knowledge and communication skills gained in collaborative and independent learning environments to new learning contexts
S6A1109UA2	select and use appropriate metalanguage and textual forms to assess and reflect on learning
S6A1109RC2	use constructive, critical feedback from others to improve learning, including their own composing and responding
YEAR 12	
S6A1201UA1	analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities (ACELR005)
S6A1202EP1	examine the ways composers (authors, poets, playwrights, directors, designers and so on) innovate with textual conventions through the combination of different modes, media and technologies
S6A1204EP1	use knowledge of language concepts to engage with unfamiliar textual forms or complex texts in unfamiliar contexts
S6A1204DA1	apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts
S6A1204UA1	explain the ways specific language concepts, for example imagery, symbolism or sound, shape meaning for different audiences and purposes
S6A1204UA2	analyse how significant language concepts, for example motif, can guide audiences to make meaning of unfamiliar texts

SYLLABUS CODE	SYLLABUS CONTENT
S6A1206UA2	analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes
S6A1208DA3	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property

S6 Related syllabus content // ENGAGING PERSONALLY

S6

Students realise their own agency in responding and composing, understanding that initial reactions are part of a cycle of creation, interpretation and appreciation of texts.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1101EP2	appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1101RC2	compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes
S6A1103EP1	engage with complex texts to understand and appreciate the power of language in shaping meaning
S6A1103DA3	understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity
S6A1105EP1	investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways
S6A1107EP1	understand that texts offer vicarious experiences of the wider world for critical reflection and pleasure (ACELR015)
S6A1107EP2	appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures
S6A1108EP2	consider the effect of engaging with other cultures and values through texts on their own perspectives and values
S6A1109RC2	use constructive, critical feedback from others to improve learning, including their own composing and responding
YEAR 12	
S6A1201UA2	judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes
S6A1203EP1	engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning
S6A1206RC2	evaluate and discuss whether textual appropriations lead to a deeper understanding of the original text and their own cultural context

S6 Related syllabus content // CONNECTING

S6

Students make connections to foreground different perspectives, complex meanings and the interdependence and significance of individual texts, appreciating that each textual experience builds on others.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1103UA1	use appropriate language for making connections, questioning, affirming, challenging and speculating about texts with increasing clarity
S6A1104EP1	explore a wide range of texts, including those that represent the diverse experiences of Aboriginal and/or Torres Strait Islander peoples, to engage with ideas, perspectives and conventions in familiar and new contexts
S6A1104DA1	explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion (ACELR025)
S6A1104RC1	compare and evaluate specific uses of language in a range of textual forms
S6A1105DA1	compare the ways texts may be composed and responded to in different contexts and how this influences meaning
S6A1106EP1	compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character
S6A1106EP2	reflect on intertextual relationships between familiar texts and a widening range of new texts
S6A1106DA1	reflect on the ways in which particular texts are influenced by other texts and contexts (ACELR019)
S6A1106DA2	examine how texts in different literary forms, media or traditions are similar or different (ACELR055)
S6A1106UA1	investigate similarities and differences between and among texts that may be linked by form, perspective or genre
S6A1106UA2	analyse how composers combine elements from different texts, sources and genres to create new texts for particular audiences
S6A1108EP1	explain and evaluate whether their own perspectives and values align with the perspectives and values expressed in texts (ACELR039)
S6A1108EP2	consider the effect of engaging with other cultures and values through texts on their own perspectives and values
S6A1108RC1	compare cultural perspectives in texts from different personal, social, historical and cultural contexts, including texts by and about Aboriginal and Torres Strait Islander people/s, other Australians and people with Asian heritage

SYLLABUS CODE	SYLLABUS CONTENT
S6A1109DA1	identify and articulate how their own processes of response and composition are the same or different to others
S6A1109RC2	use constructive, critical feedback from others to improve learning, including their own composing and responding
YEAR 12	
S6A1203UA1	skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control
S6A1204DA1	apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts
S6A1206EP1	read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity, and the ways in which appropriations of earlier texts allow new insights into original texts (ACELR024)
S6A1206UA1	compare and evaluate the use of textual conventions and patterns in texts from different contexts to deepen their understanding of how meaning is made
S6A1206UA2	analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes
S6A1206RC2	evaluate and discuss whether textual appropriations lead to a deeper understanding of the original text and their own cultural context
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued

S6 Related syllabus content // ENGAGING CRITICALLY

S6

Students synthesise ideas and distinctive qualities in texts and apply different systems of analysis to develop perspectives on texts. They evaluate texts and perspectives against cultural and literary values to arrive at an informed personal understanding.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A11O1EP1	explain the relationship between responder, composer, text and context
S6A11O1DA1	explain the personal, social, historical and cultural contexts of composing and responding, and evaluate how these contexts impact on meaning
S6A11O1DA2	analyse and explain how and why texts influence and position readers and viewers (ACEEN040)
S6A11O1UA1	analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences (ACEEN024)
S6A11O1RC1	develop independent interpretations of texts supported by informed observation and close textual analysis (ACELR045)
S6A11O2DA2	examine the relationships between emerging textual forms and their social, cultural and historical contexts
S6A11O4RC1	compare and evaluate specific uses of language in a range of textual forms
S6A11O5RC1	synthesise complex ideas and information in a sustained, structured argument using relevant textual evidence (ACELR011)
S6A11O5RC2	evaluate the effectiveness of argument to persuade an audience in a range of complex critical and creative texts
S6A11O5RC3	investigate complex ideas and information through sustained argument and imaginative compositions
S6A11O6RC1	select and combine specific textual elements to create new texts and assess their effectiveness for different audiences, purposes and contexts
S6A11O6RC2	analyse the relationships between conventions of genre, audience expectations and interpretations of texts, and the ways texts may conform or subvert these conventions (ACELR020)
S6A11O7EP2	appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures
S6A11O7UA1	analyse the diverse ways in which imaginative, informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts
S6A11O7UA2	understand and analyse the effect of language and structural choices on shaping own and others' perspectives, for example figurative language or narrative point of view

SYLLABUS CODE	SYLLABUS CONTENT
S6A1107UA3	evaluate how language choices confirm or challenge personal, social and cultural identity, and recognise how they influence how a text is valued
S6A1107RC1	analyse how and why perspectives are represented differently in a range of complex texts
S6A1108EP1	explain and evaluate whether their own perspectives and values align with the perspectives and values expressed in texts (ACELR039)
S6A1108DA1	evaluate the impact of specific cultural references on meaning, for example historical allusion, cultural stories and symbol
S6A1108DA2	examine the ways in which authors represent Australian culture, place and identity both to Australians and the wider world (ACELR040)
S6A1108UA1	analyse the ways that specific language features and stylistic features represent cultural assumptions and values in a range of texts (ACELR058)
S6A1108UA2	evaluate the ways that ideas, voices and perspectives are evident in texts representing different personal, historical and cultural contexts
YEAR 12	
S6A1201EP1	evaluate the relationship between responder, composer, text and context
S6A1201EP2	critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences
S6A1201DA1	critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning
S6A1201DA2	analyse and evaluate how and why texts influence and position readers and viewers (ACEEN040)
S6A1201RC1	develop a creative, informed and sustained interpretation of texts supported by close textual analysis (ACELR062)
S6A1201RC2	compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065)
S6A1202DA1	critically analyse how different textual forms, technologies and media of production reflect personal, social, historical and cultural contexts
S6A1202UA1	analyse and evaluate the effects of combining linguistic, multimedial, interactive and navigational conventions in texts
S6A1202UA2	critically evaluate how reliability in texts may be established through different media and technologies
S6A1202RC3	evaluate the effects of using different textual conventions, modes and media in sophisticated, challenging texts
S6A1203EP2	explore and evaluate how mode, medium and form shape and inform responses to texts
S6A1203DA1	critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses
S6A1203UA1	skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control

SYLLABUS CODE	SYLLABUS CONTENT
S6A1203UA2	skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063)
S6A1203RC1	support critical interpretations of texts through sustained argument and relevant detailed textual analysis (ACELR046)
S6A1203RC2	analyse and evaluate the effectiveness of language patterns in their own and others' compositions, for example grammatical and figurative choices
S6A1204DA1	apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts
S6A1204DA2	evaluate how changing context and values can influence how texts are composed and interpreted
S6A1204RC1	evaluate how aspects of style and form, in a range of modes and media, achieve deliberate effects in sustained compositions (ACELR017)
S6A1205EP1	critically investigate a wide range of complex texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways
S6A1205DA1	evaluate the influence of the contexts of composers and responders on perspectives and ideas
S6A1205DA2	engage critically and creatively with a wide range of texts which may be informed by different critical perspectives
S6A1205UA1	analyse how different language forms, features and structures can be used to represent different perspectives
S6A1205UA2	critically evaluate the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example symbolism, metonymy, irony or imagery (ACELR009)
S6A1205RC1	critically evaluate own and others' arguments, justifications, evidence and points of view (ACELR064)
S6A1205RC2	analyse and evaluate the effectiveness of argument in imaginative, informative and persuasive texts
S6A1205RC3	compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts
S6A1206DA1	evaluate how texts reflect, confirm or challenge expectations associated with particular genres and styles
S6A1206DA2	analyse the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience (ACELR057)
S6A1206UA1	compare and evaluate the use of textual conventions and patterns in texts from different contexts to deepen their understanding of how meaning is made
S6A1206RC1	critically analyse how intertextuality and textual appropriation influence interpretation and meaning
S6A1206RC2	evaluate and discuss whether textual appropriations lead to a deeper understanding of the original text and their own cultural context
S6A1207EP1	appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure (ACELR038)
S6A1207DA1	evaluate the effect of context on shaping the social, moral and ethical perspectives in texts

SYLLABUS CODE	SYLLABUS CONTENT
S6A1207DA2	evaluate how texts, including their own compositions, are influenced by personal, social and cultural contexts and recognise how they are valued
S6A1207UA1	evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued
S6A1207RC1	evaluate interpretations of texts that derive from different perspectives and recognise how this influences personal composition and response
S6A1208EP1	explore the ways that texts represent alternative ways of seeing the world
S6A1208EP2	critically evaluate the effect of engaging with other cultures and values through texts on their own perspectives and values
S6A1208DA1	evaluate and reflect on values and perspectives in texts from different historical and cultural contexts, including their own
S6A1208DA2	evaluate and reflect on the relationship between representations of significant historical and cultural events and figures, and their representations in texts (ACELRO41)
S6A1208UA1	critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts
S6A1208UA2	analyse and evaluate how personal and cultural assumptions can be inferred from particular uses of language, for example figurative language, irony and rhetoric
S6A1208RC1	evaluate cultural assumptions in texts from different personal, social, historical and cultural contexts, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage
S6A1208RC2	evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts

S6 Related syllabus content // EXPERIMENTING

S6

Students, through experimenting, come to value their own agency and to understand the interdependence of both response and composition, and the critical and creative.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1109RC2	use constructive, critical feedback from others to improve learning, including their own composing and responding
YEAR 12	
S6A1201UA2	judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes
S6A1201RC2	compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065)
S6A1202RC1	compose complex and sophisticated texts in different modes, media and forms (ACELR014)
S6A1203DA1	critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses
S6A1203DA2	use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts (ACEEN011)
S6A1203UA2	skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions (ACELR063)
S6A1203UA3	make innovative and imaginative use of language features including punctuation and syntax for particular effects (ACEEN051)
S6A1204UA3	apply knowledge and experience of literary devices in creating new texts (ACELR050)
S6A1204RC2	experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts
S6A1205RC3	compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts
S6A1206RC3	adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives (ACELR051)
S6A1207UA1	evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts
S6A1207RC2	experiment in own compositions with the different ways in which form, personal style, language and content engage and position the audience (ACELR052)
S6A1208RC2	evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts

S6 Related syllabus content // REFLECTING

S6

Students evaluate their own and others' ways of responding to and composing texts and understand that meaning making results from particular world views and the adoption of different processes of response, composition and learning.

*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 11	
S6A1102RC1	experiment with emerging textual forms by combining different media and technologies and describe the impacts of this combination on meaning and response (ACELR018)
S6A1102RC2	explain and assess the processes of drafting, reflecting, editing, revising, refining and presenting for a range of audiences and purposes
S6A1103UA1	use appropriate language for making connections, questioning, affirming, challenging and speculating about texts with increasing clarity
S6A1103UA2	use appropriate linguistic, stylistic, critical and creative terminology to compose and respond to texts (ACELR012)
S6A1105EP2	investigate, reflect on and explain differences between initial personal responses and more studied and complex responses (ACELR003)
S6A1107EP2	appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures
S6A1108EP2	consider the effect of engaging with other cultures and values through texts on their own perspectives and values
S6A1109EP1	reflect on and discuss personal preferences and insights gained from engagement with an increasingly wide repertoire of complex texts
S6A1109DA1	identify and articulate how their own processes of response and composition are the same or different to others
S6A1109DA2	articulate and discuss the pleasures and difficulties, successes and challenges experienced in independent and collaborative work, and establish improved practices
S6A1109RC1	assess strengths and weaknesses of their own creative and critical compositions and set learning goals accordingly
S6A1109RC2	use constructive, critical feedback from others to improve learning, including their own composing and responding

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6A1201EP1	evaluate the relationship between responder, composer, text and context
S6A1201UA2	judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes
S6A1201RC2	compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response (ACELR065)
S6A1202RC2	independently use and assess the processes of drafting, reflecting, editing, refining, revising and presenting for a range of audiences and purposes
S6A1203DA1	critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses
S6A1203DA2	use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts (ACEEN011)
S6A1203RC2	analyse and evaluate the effectiveness of language patterns in their own and others' compositions, for example grammatical and figurative choices
S6A1204RC2	experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts
S6A1205RC1	critically evaluate own and others' arguments, justifications, evidence and points of view (ACELR064)
S6A1207DA2	evaluate how texts, including their own compositions, are influenced by personal, social and cultural contexts and recognise how they are valued
S6A1207UA2	evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued
S6A1207RC1	evaluate interpretations of texts that derive from different perspectives and recognise how this influences personal composition and response
S6A1208UA1	critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts
S6A1208UA2	analyse and evaluate how personal and cultural assumptions can be inferred from particular uses of language, for example figurative language, irony and rhetoric
S6A1209EP1	reflect on and discuss personal preferences and insights gained from familiarity with a wide repertoire of complex texts
S6A1209DA1	select, adapt and create individual and collaborative processes that are effective for a range of learning contexts
S6A1209DA2	express the pleasures and difficulties, successes and challenges experienced in independent and collaborative work in order to improve practices
S6A1209UA1	reflect on their development as skilful and confident composers, in particular how they have experimented with and refined language choices to establish a distinctive personal style
S6A1209UA2	use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others
S6A1209RC1	critically evaluate feedback from others and make adjustments to improve responding and composing in a range of learning contexts
S6A1209RC2	independently reflect on and experiment with their own processes of responding to and composing texts