



ENGLISH
Textual Concepts

RELATED SYLLABUS CONTENT

Stage 6 - English Studies

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	
S6ES1101UC7	develop criteria to evaluate the effectiveness of a text or its ideas
S6ES1101UC8	investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)
S6ES1102UC1	use and interpret structural and language features, for example visual and aural cues, to identify main ideas, supporting arguments and evidence (ACEEE001, ACEEE015)
S6ES1104UC2	understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)
S6ES1104RC6	sequence writing to produce a cohesive text
S6ES1105UC1	recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidence (ACEEE001)
S6ES1105RC1	compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts
S6ES1105RC4	use grammatical features, for example pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts
S6ES1106UC2	form opinions on the effectiveness of particular types of texts in achieving their purposes
S6ES1107UC1	critique a variety of texts and consider how language features, text structures and stylistic choices are selected and used to convey meaning
S6ES11071RC2	use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES1108EP2	investigate and start to synthesise ideas and information from a range of source material (ACEEE050)
S6ES1108RC1	compose short structured responses that compare and contrast ways in which a topic or theme is represented in different texts
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6ES1201UC3	apply and articulate criteria used to evaluate a text or its ideas
S6ES1201UC4	integrate relevant information and ideas from texts to develop their own interpretations
S6ES1201RC1	integrate relevant information and ideas from texts to develop and discuss their own interpretations
S6ES1201RC2	compose more sustained texts that explore the main ideas in texts
S6ES1202RC2	write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context
S6ES1202RC3	recognise and use evaluative language, for example emotive language and modality for particular purposes
S6ES1203EP3	determine the credibility and reliability of source material to contexts and topics (ACEEE051)
S6ES123RC4	identify and assess facts and opinions presented in texts
S6ES123RC5	investigate and synthesise ideas and information from a range of source material (ACEEE050)
S6ES125UC1	explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidence (ACEEE001)
S6ES125UC3	understand the effect of nominalisation in the writing of informative and persuasive texts
S6ES125RC3	use language accurately and appropriately to communicate own ideas in a variety of contexts
S6ES126EP2	assess the effectiveness of particular types of texts in achieving their purposes
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES127EP1	explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
S6ES127RC2	use a widening range of persuasive, visual and literary techniques to effectively engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES127RC3	uses introductory phrases which indicate that an opinion, or a fact, is being offered
S6ES127RC4	experiment with the use of media, types of texts, text structures and language features, for example the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in argument, choice of layout in websites and use of questioning strategies and tone of voice in interviews (ACEEE034)
S6ES128EP2	use a range of strategies to synthesise ideas and information from several texts
S6ES128RC1	compose more extended written responses that compare and contrast ways in which a topic or theme is represented in different texts
S6ES128RC2	use personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
S6ES128RC3	create imaginative texts that make relevant connections with other texts
S6ES129EP1	appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience

SYLLABUS CODE	SYLLABUS CONTENT
S6ES129UC1	explore issues and ideas represented in a range of texts and explain points of view and implications (ACEEE043)
S6ES129UC2	explain how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
S6ES129RC2	express a clear point of view on the ideas and issues explored in texts supported by appropriate evidence as support
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

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	
S6ES1104UC4	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6ES1105UC5	understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity
YEAR 12	
S6ES1203EP3	determine the credibility and reliability of source material to contexts and topics (ACEEE051)
S6ES123UC1	use ethical research practices for example acknowledging sources and avoiding plagiarism and collusion (ACEEE052)
S6ES123RC4	identify and assess facts and opinions presented in texts
S6ES124UC3	understand the contemporary application of Aboriginal cultural protocols in the production of texts for the purpose of Indigenous Intellectual and Cultural Property (ICIP) protection
S6ES129UC3	investigate how some points of view are privileged while others are marginalised or silenced, for example the unreliable narrator in fiction and film, the presence or absence of Aboriginal and/or Torres Strait Islander peoples or other cultural groups in Australian TV, the antagonists in drama and video games or the presentation of only one point of view in a news story (ACEEE049)

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	
S6ES1101UC6	identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1106RC1	use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, AAEEO26)
S6ES11071RC1	select text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes, for example write diary entries of real or imagined people, create interactive websites, participate in workplace role plays and script fictional dialogues (ACEEE034)
S6ES1109UC1	consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES1109UC2	explore the use of narrative features, for example point of view in film, fiction and video games (ACEEE007)
YEAR 12	
S6ES1201UC2	explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES126RC1	use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, ACEEE026)
S6ES129UC4	discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)

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	
S6ES1101EP1	engage with a broadening range of texts that incorporate increasing levels of language complexity
S6ES1101UC5	recognise the ways that social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)
S6ES1101UC8	investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)
S6ES1101RC2	select the most appropriate form of text to communicate information and ideas effectively, for example a memo, dialogue or a poem
S6ES1101RC4	compose a range of texts in a variety of modes and media using the appropriate language and structures
S6ES1102EP2	predict meaning using text structures and language features (ACEEE002)
S6ES1102UC2	understand an increasing number of unfamiliar words, recognising that some words and phrases have figurative meanings
S6ES1102UC3	interpret graphs, tables and charts used in texts
S6ES1102RC1	compose texts with an awareness of varying language to meet the requirements of audience, purpose and context
S6ES1103UC3	select text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
S6ES1103UC6	recognise the way structure and register may change according to the purpose, audience and context
S6ES1103UC7	understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts
S6ES1103RC2	demonstrate control of most distinguishing linguistic structures and features of a broad range of written and oral texts, for example reports, discussions, procedures and narratives
S6ES1103RC4	describe the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEEN026)
S6ES1104UC2	understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)

SYLLABUS CODE	SYLLABUS CONTENT
S6ES1104UC3	describe the forms and conventions of texts created in different modes and media including visual and digital texts (ACEEA018)
S6ES1104UC4	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6ES1104RC1	use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011)
S6ES1104RC2	select text structures, language features and visual techniques to represent ideas and information (ACEEE026)
S6ES1104RC3	use language expressively and imaginatively in response to a range of texts
S6ES1104RC4	use complex and compound sentences
S6ES1104RC5	use a range of tenses accurately and consistently
S6ES1104RC6	sequence writing to produce a cohesive text
S6ES1104RC7	recognise ways that drafts of texts can be enhanced, for example by reviewing and amending vocabulary, spelling, punctuation, sentence structure, paragraphs, cohesion, presentation
S6ES1105EP1	engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways
S6ES1105UC1	recognise the text structures and language features of texts, for example visual and aural cues, to differentiate between main ideas, supporting arguments and evidence (ACEEE001)
S6ES1105UC2	understand that words and grammatical choices may vary in meaning depending on the context of use
S6ES1105UC3	recognise and describe the differences in formal and informal register
S6ES1105UC4	investigate the aesthetic effects of the use of specific language features and techniques in a variety of literary and multimodal texts
S6ES1105RC1	compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts
S6ES1105RC2	use language with increasing accuracy to communicate own ideas in a variety of contexts
S6ES1105RC3	experiment with vocabulary, register and modality to create texts for different audiences
S6ES1105RC4	use grammatical features, for example pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts
S6ES1105RC5	use punctuation as an aid to understanding for example capitalisation, full stops, commas, apostrophes, question marks and quotation marks
S6ES1105RC6	develop and use appropriate vocabulary and skills in using accurate spelling, effective punctuation and grammar for specific effects (ACEEE013, ACEEE027, ACEEE041, ACEEE055)
S6ES1106UC1	recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contexts
S6ES1106UC2	develop understanding of the ways texts are structured to organise information, for example hyperlinks, chapter headings and indexes (ACEEE009)

SYLLABUS CODE	SYLLABUS CONTENT
S6ES1106RC1	use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, AAEEO026)
S6ES1106RC2	draw on a broadening vocabulary to use language with increasing control for particular effects
S6ES1106RC3	edit work to improve clarity, accuracy and expressiveness in their use of language
S6ES1107UC1	critique a variety of texts and consider how language features, text structures and stylistic choices are selected and used to convey meaning
S6ES11071RC2	use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES11071RC3	show how ideas and points of view in texts are conveyed through the use of vocabulary, for example idiomatic expressions, objective and subjective language, and that these can change according to context
S6ES1108UC2	investigate the use of media, types of texts, text structures and language features, for example the use of statistics and graphs in advertisements and choice of colour and font style in websites (ACEEE034)
S6ES1108RC1	compose short structured responses that compare and contrast ways in which a topic or theme is represented in different texts
S6ES1108RC4	use explicit strategies to organise and make connections between information and ideas in different texts, for example underline main points or draw sequencing diagrams
S6ES1109EP1	appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES1109UC1	consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES1109UC3	explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006)
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view
YEAR 12	
S6ES1201UC1	explain how social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)
S6ES1201UC2	explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1202UC1	recognise how language features can be used to alert a reader to a shift in focus or meaning, for example a change in tense
S6ES1202UC2	interpret and draw inferences from structural and language features as well as the aural and visual cues used in texts (ACEEE015, ACEEE016)
S6ES1202UC4	interpret and extrapolate information from texts containing graphs and diagrams

SYLLABUS CODE	SYLLABUS CONTENT
S6ES1202RC1	select an appropriate reading approach according to text structure and purpose, for example read closely to identify explicit and implicit information, use headings to find relevant sections, skim and scan to find areas of interest
S6ES1202RC2	write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context
S6ES1202RC3	recognise and use evaluative language, for example emotive language and modality for particular purposes
S6ES123UC1	use ethical research practices for example acknowledging sources and avoiding plagiarism and collusion (ACEEE052)
S6ES123UC2	assess the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEEN026)
S6ES123RC1	use different strategies for finding and recording information, for example taking notes to summarise and paraphrasing information (ACEEE024)
S6ES123RC3	select appropriate text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
S6ES124UC1	recognise how the contexts and audiences of their own texts will determine the language and structural choices they make
S6ES124UC2	explain the forms and conventions of texts created in different modes and media, including visual and digital texts (ACEEA018)
S6ES124UC3	understand the contemporary application of Aboriginal cultural protocols in the production of texts for the purpose of Indigenous Intellectual and Cultural Property (ICIP) protection
S6ES124RC1	use appropriate register and structure for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011)
S6ES124RC3	sequence writing to produce cohesive and sustained texts
S6ES124RC4	display a logical organisational structure in their writing through the use of coherently linked paragraphs
S6ES125UC1	explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidence (ACEEE001)
S6ES125UC2	identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech
S6ES125UC3	understand the effect of nominalisation in the writing of informative and persuasive texts
S6ES125RC2	compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effects
S6ES125RC3	use language accurately and appropriately to communicate own ideas in a variety of contexts
S6ES125RC4	develop and use appropriate vocabulary and skills in using accurate spelling, punctuation and grammar (ACEEE013, ACEEE027, ACEEE041, ACEEE055)
S6ES126EP1	analyse a wide range of different types of texts, exploring the different strategies and styles of composing
S6ES126UC1	select and use appropriate language features, text structures and stylistic choices for different media, audiences, contexts and purposes

SYLLABUS CODE	SYLLABUS CONTENT
S6ES126UC2	recognise the effects of media, types of texts and text structures on audiences, for example pop-ups on websites, flashbacks in films and intonation in speeches (ACEEE020)
S6ES126RC1	use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, ACEEE026)
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES126RC4	edit their own and others work to improve clarity, accuracy and expressiveness in their use of language
S6ES127UC1	critique a variety of texts and consider how language forms and features are selected and used to convey meaning
S6ES127UC2	understand the purpose, and use, of a range of common cohesive links at sentence, paragraph and whole-text level, for example referencing, lexical chains and conjunctions
S6ES127RC1	select text structures, language and visual features to communicate and effectively represent ideas (ACEEE26)
S6ES127RC2	use a widening range of persuasive, visual and literary techniques to effectively engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES127RC3	uses introductory phrases which indicate that an opinion, or a fact, is being offered
S6ES127RC4	experiment with the use of media, types of texts, text structures and language features, for example the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in argument, choice of layout in websites and use of questioning strategies and tone of voice in interviews (ACEEE034)
S6ES129EP1	appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES129UC2	explain how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
S6ES129UC4	discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

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	
S6ES1101EP3	recognise implicit meanings to draw inferences
S6ES1101UC6	identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1101RC3	discuss the ideas, themes and emotions represented in literary texts
S6ES1102UC2	understand an increasing number of unfamiliar words, recognising that some words and phrases have figurative meanings
S6ES1103UC3	select text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
S6ES1104EP2	study short literary texts, or extracts of literary texts, as models and stimulus points for their own imaginative expression
S6ES1104UC3	describe the forms and conventions of texts created in different modes and media including visual and digital texts (ACEEA018)
S6ES1104RC1	use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011)
S6ES1104RC2	select text structures, language features and visual techniques to represent ideas and information (ACEEE026)
S6ES1104RC3	use language expressively and imaginatively in response to a range of texts
S6ES1105EP1	engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways
S6ES1105UC2	understand that words and grammatical choices may vary in meaning depending on the context of use
S6ES1105UC4	investigate the aesthetic effects of the use of specific language features and techniques in a variety of literary and multimodal texts
S6ES1105RC1	compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts
S6ES1105RC3	experiment with vocabulary, register and modality to create texts for different audiences

SYLLABUS CODE	SYLLABUS CONTENT
S6ES1106UC1	recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contexts
S6ES1106RC2	draw on a broadening vocabulary to use language with increasing control for particular effects
S6ES1107EP2	engage with literary texts that represent ideas through imaginative and expressive language
S6ES1107UC1	critique a variety of texts and consider how language features, text structures and stylistic choices are selected and used to convey meaning
S6ES11071RC1	select text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes, for example write diary entries of real or imagined people, create interactive websites, participate in workplace role plays and script fictional dialogues (ACEEE034)
S6ES11071RC2	use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES11071RC3	show how ideas and points of view in texts are conveyed through the use of vocabulary, for example idiomatic expressions, objective and subjective language, and that these can change according to context
S6ES1108UC2	investigate the use of media, types of texts, text structures and language features, for example the use of statistics and graphs in advertisements and choice of colour and font style in websites (ACEEE034)
S6ES1109EP1	appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES1109EP2	explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s (ACEEE047)
S6ES1109UC1	consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES1109UC2	explore the use of narrative features, for example point of view in film, fiction and video games (ACEEE007)
S6ES1109UC3	explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006)
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view
YEAR 12	
S6ES1201EP1	engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretation
S6ES1201EP2	read, view and listen to texts to connect, interpret, and visualise ideas
S6ES1201UC2	explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1202UC2	interpret and draw inferences from structural and language features as well as the aural and visual cues used in texts (ACEEE015, ACEEE016)

SYLLABUS CODE	SYLLABUS CONTENT
S6ES1202UC3	understand an increasing number of unfamiliar words, including words with non-literal meanings and some abstraction
S6ES1202UC4	interpret and extrapolate information from texts containing graphs and diagrams
S6ES123RC3	select appropriate text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
S6ES124EP2	engage with short literary texts, or extracts of literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s as models and stimulus for their own imaginative expression
S6ES124RC2	use language expressively and imaginatively in response to both literary and other texts
S6ES125UC2	identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech
S6ES125UC4	appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts
S6ES125RC2	compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effects
S6ES125RC3	use language accurately and appropriately to communicate own ideas in a variety of contexts
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES127EP2	explore literary and multimodal texts that represent ideas through imaginative and expressive forms
S6ES127UC1	critique a variety of texts and consider how language forms and features are selected and used to convey meaning
S6ES127RC1	select text structures, language and visual features to communicate and effectively represent ideas (ACEEE26)
S6ES127RC2	use a widening range of persuasive, visual and literary techniques to effectively engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES128UC2	recognise the use of media, types of texts, text structures and language features, for example, subjective and objective reporting in feature articles and current affairs programs, appeals to reason and emotion in persuasive texts and juxtaposition of images in websites (ACEEE048)
S6ES129EP1	appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES129UC4	discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)

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	
S6ES1101EP2	identify the main ideas and purposes of texts
S6ES1101UC5	recognise the ways that social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)
S6ES1102RC1	compose texts with an awareness of varying language to meet the requirements of audience, purpose and context
S6ES1103UC6	recognise the way structure and register may change according to the purpose, audience and context
S6ES1104EP1	engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts
S6ES1104UC1	identify contexts and audiences of texts and reflect on how these might relate to their own developing compositions
S6ES1104RC1	use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011)
S6ES1105UC2	understand that words and grammatical choices may vary in meaning depending on the context of use
S6ES1105UC3	recognise and describe the differences in formal and informal register
S6ES1105UC5	understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity
S6ES1105RC2	use language with increasing accuracy to communicate own ideas in a variety of contexts
S6ES1106UC1	recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contexts
S6ES11071RC1	select text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes, for example write diary entries of real or imagined people, create interactive websites, participate in workplace role plays and script fictional dialogues (ACEEE034)
S6ES11071RC3	show how ideas and points of view in texts are conveyed through the use of vocabulary, for example idiomatic expressions, objective and subjective language, and that these can change according to context

SYLLABUS CODE	SYLLABUS CONTENT
S6ES1108UC1	investigate the relationships between context, purpose and audience and the impact on meaning in social, community and workplace texts (ACEEE033)
S6ES1109EP2	explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s (ACEEE047)
YEAR 12	
S6ES1201UC1	explain how social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)
S6ES1202RC2	write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context
S6ES124EP1	engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts
S6ES124UC1	recognise how the contexts and audiences of their own texts will determine the language and structural choices they make
S6ES124RC1	use appropriate register and structure for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011)
S6ES125EP1	interpret a range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, composed for a variety of purposes
S6ES125RC3	use language accurately and appropriately to communicate own ideas in a variety of contexts
S6ES126UC1	select and use appropriate language features, text structures and stylistic choices for different media, audiences, contexts and purposes
S6ES127EP1	explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
S6ES127RC2	use a widening range of persuasive, visual and literary techniques to effectively engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES128UC1	describe the relationships between context, purpose and audience and the impact on meaning in social, community and workplace texts (ACEEE033)
S6ES128RC2	use personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
S6ES129EP2	assess the representation of community, local or global issues in social, community, workplace or literary texts including texts by and about Aboriginal and/or Torres Strait Islander people/s (ACEEE047)
S6ES129UC2	explain how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
S6ES129UC3	investigate how some points of view are privileged while others are marginalised or silenced, for example the unreliable narrator in fiction and film, the presence or absence of Aboriginal and/or Torres Strait Islander peoples or other cultural groups in Australian TV, the antagonists in drama and video games or the presentation of only one point of view in a news story (ACEEE049)

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	
S6ES1101UC6	identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1101RC2	select the most appropriate form of text to communicate information and ideas effectively, for example a memo, dialogue or a poem
S6ES1103UC3	select text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
S6ES1103UC6	recognise the way structure and register may change according to the purpose, audience and context
S6ES1103UC7	understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts
S6ES1104EP1	engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts
S6ES1104UC3	describe the forms and conventions of texts created in different modes and media including visual and digital texts (ACEEA018)
S6ES1104RC2	select text structures, language features and visual techniques to represent ideas and information (ACEEE026)
S6ES1106UC1	recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contexts
S6ES1106RC1	use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, AAEEE026)
S6ES1109UC3	explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006)
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6ES1202RC1	select an appropriate reading approach according to text structure and purpose, for example read closely to identify explicit and implicit information, use headings to find relevant sections, skim and scan to find areas of interest
S6ES123RC3	select appropriate text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
S6ES124UC2	explain the forms and conventions of texts created in different modes and media, including visual and digital texts (ACEEA018)
S6ES125UC2	identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech
S6ES125UC4	appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts
S6ES125RC2	compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effects
S6ES126EP1	analyse a wide range of different types of texts, exploring the different strategies and styles of composing
S6ES126UC1	select and use appropriate language features, text structures and stylistic choices for different media, audiences, contexts and purposes
S6ES126UC2	recognise the effects of media, types of texts and text structures on audiences, for example pop-ups on websites, flashbacks in films and intonation in speeches (ACEEE020)
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES127RC4	experiment with the use of media, types of texts, text structures and language features, for example the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in argument, choice of layout in websites and use of questioning strategies and tone of voice in interviews (ACEEE034)
S6ES128UC3	analyse text structures and language features of literary texts and make relevant connections with other texts
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

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	
S6ES1106UC1	recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contexts
S6ES1108RC2	understand the ways connections can be made between ideas in texts
YEAR 12	
S6ES128UC3	analyse text structures and language features of literary texts and make relevant connections with other texts
S6ES128RC3	create imaginative texts that make relevant connections with other 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	
S6ES1101UC7	develop criteria to evaluate the effectiveness of a text or its ideas
S6ES1105UC4	investigate the aesthetic effects of the use of specific language features and techniques in a variety of literary and multimodal texts
S6ES1106UC2	form opinions on the effectiveness of particular types of texts in achieving their purposes
YEAR 12	
S6ES124EP2	engage with short literary texts, or extracts of literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s as models and stimulus for their own imaginative expression
S6ES127EP2	explore literary and multimodal texts that represent ideas through imaginative and expressive forms

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	
S6ES1101UC6	identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1101RC3	discuss the ideas, themes and emotions represented in literary texts
S6ES1103RC2	demonstrate control of most distinguishing linguistic structures and features of a broad range of written and oral texts, for example reports, discussions, procedures and narratives
S6ES1104EP2	study short literary texts, or extracts of literary texts, as models and stimulus points for their own imaginative expression
S6ES1104RC6	sequence writing to produce a cohesive text
S6ES1105RC4	use grammatical features, for example pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing texts
S6ES1106RC1	use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, AAEEE026)
S6ES11071RC1	select text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes, for example write diary entries of real or imagined people, create interactive websites, participate in workplace role plays and script fictional dialogues (ACEEE034)
S6ES11071RC2	use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES1109UC1	consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES1109UC2	explore the use of narrative features, for example point of view in film, fiction and video games (ACEEE007)
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6ES1201UC2	explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1201RC2	compose more sustained texts that explore the main ideas in texts
S6ES1202RC2	write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context
S6ES124EP2	engage with short literary texts, or extracts of literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s as models and stimulus for their own imaginative expression
S6ES124RC2	use language expressively and imaginatively in response to both literary and other texts
S6ES125UC4	appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts
S6ES125RC3	use language accurately and appropriately to communicate own ideas in a variety of contexts
S6ES126UC1	select and use appropriate language features, text structures and stylistic choices for different media, audiences, contexts and purposes
S6ES126RC1	use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, ACEEE026)
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES127EP2	explore literary and multimodal texts that represent ideas through imaginative and expressive forms
S6ES127RC2	use a widening range of persuasive, visual and literary techniques to effectively engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES127RC4	experiment with the use of media, types of texts, text structures and language features, for example the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in argument, choice of layout in websites and use of questioning strategies and tone of voice in interviews (ACEEE034)
S6ES128UC3	analyse text structures and language features of literary texts and make relevant connections with other texts
S6ES128RC3	create imaginative texts that make relevant connections with other texts
S6ES129UC2	explain how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
S6ES129UC3	investigate how some points of view are privileged while others are marginalised or silenced, for example the unreliable narrator in fiction and film, the presence or absence of Aboriginal and/or Torres Strait Islander peoples or other cultural groups in Australian TV, the antagonists in drama and video games or the presentation of only one point of view in a news story (ACEEE049)
S6ES129UC4	discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

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	
S6ES1107EP1	explore ideas and perspectives in a range of texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
S6ES1108RC3	develop a personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
S6ES1109EP1	appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES1109RC1	identify and describe the similarities and differences between own responses to texts and the responses of others (ACEEE018)
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view
YEAR 12	
S6ES127EP1	explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
S6ES128EP1	account for the similarities and differences in the ways texts represent or respond to a topic or theme
S6ES129UC1	explore issues and ideas represented in a range of texts and explain points of view and implications (ACEEE043)
S6ES129UC3	investigate how some points of view are privileged while others are marginalised or silenced, for example the unreliable narrator in fiction and film, the presence or absence of Aboriginal and/or Torres Strait Islander peoples or other cultural groups in Australian TV, the antagonists in drama and video games or the presentation of only one point of view in a news story (ACEEE049)
S6ES129RC1	account for the similarities and differences between own responses to texts and the responses of others (ACEEE018)
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

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	
S6ES11071RC3	show how ideas and points of view in texts are conveyed through the use of vocabulary, for example idiomatic expressions, objective and subjective language, and that these can change according to context
S6ES1108RC3	develop a personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
S6ES1109UC1	consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES1109UC2	explore the use of narrative features, for example point of view in film, fiction and video games (ACEEE007)
S6ES1109RC2	explain shifts in intonation and point of view, identifying the effect of language choices on an audience (ACEEE032)
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view
YEAR 12	
S6ES1201UC2	explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES128RC2	use personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
S6ES129UC4	discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

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	
S6ES1102UC3	interpret graphs, tables and charts used in texts
S6ES1103UC3	select text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
S6ES1103UC4	distinguish between facts and opinions presented in texts
S6ES1104RC2	select text structures, language features and visual techniques to represent ideas and information (ACEEE026)
S6ES1105UC4	investigate the aesthetic effects of the use of specific language features and techniques in a variety of literary and multimodal texts
S6ES1107EP2	engage with literary texts that represent ideas through imaginative and expressive language
S6ES11071RC1	select text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes, for example write diary entries of real or imagined people, create interactive websites, participate in workplace role plays and script fictional dialogues (ACEEE034)
S6ES11071RC3	show how ideas and points of view in texts are conveyed through the use of vocabulary, for example idiomatic expressions, objective and subjective language, and that these can change according to context
S6ES1108EP1	explore the differing or comparable ways in which a number and variety of texts represent or respond to a topic or theme
S6ES1108UC2	investigate the use of media, types of texts, text structures and language features, for example the use of statistics and graphs in advertisements and choice of colour and font style in websites (ACEEE034)
S6ES1108RC1	compose short structured responses that compare and contrast ways in which a topic or theme is represented in different texts
S6ES1109EP2	explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s (ACEEE047)
S6ES1109UC1	consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)

SYLLABUS CODE	SYLLABUS CONTENT
S6ES1109UC3	explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006)
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view
YEAR 12	
S6ES123RC3	select appropriate text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
S6ES124EP2	engage with short literary texts, or extracts of literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s as models and stimulus for their own imaginative expression
S6ES125EP1	interpret a range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, composed for a variety of purposes
S6ES125RC2	compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effects
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES127EP2	explore literary and multimodal texts that represent ideas through imaginative and expressive forms
S6ES127RC1	select text structures, language and visual features to communicate and effectively represent ideas (ACEEE26)
S6ES127RC4	experiment with the use of media, types of texts, text structures and language features, for example the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in argument, choice of layout in websites and use of questioning strategies and tone of voice in interviews (ACEEE034)
S6ES128EP1	account for the similarities and differences in the ways texts represent or respond to a topic or theme
S6ES128RC1	compose more extended written responses that compare and contrast ways in which a topic or theme is represented in different texts
S6ES129EP2	assess the representation of community, local or global issues in social, community, workplace or literary texts including texts by and about Aboriginal and/or Torres Strait Islander people/s (ACEEE047)
S6ES129UC1	explore issues and ideas represented in a range of texts and explain points of view and implications (ACEEE043)
S6ES129UC2	explain how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
S6ES129UC3	investigate how some points of view are privileged while others are marginalised or silenced, for example the unreliable narrator in fiction and film, the presence or absence of Aboriginal and/or Torres Strait Islander peoples or other cultural groups in Australian TV, the antagonists in drama and video games or the presentation of only one point of view in a news story (ACEEE049)
S6ES129UC4	discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

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	
S6ES1101EP1	engage with a broadening range of texts that incorporate increasing levels of language complexity
S6ES1101UC6	identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1102RC1	compose texts with an awareness of varying language to meet the requirements of audience, purpose and context
S6ES1103RC2	demonstrate control of most distinguishing linguistic structures and features of a broad range of written and oral texts, for example reports, discussions, procedures and narratives
S6ES1104EP1	engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts
S6ES1104UC1	identify contexts and audiences of texts and reflect on how these might relate to their own developing compositions
S6ES1104RC1	use appropriate language, content and mode for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011)
S6ES1104RC3	use language expressively and imaginatively in response to a range of texts
S6ES1105EP1	engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways
S6ES1105RC1	compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in texts
S6ES1105RC3	experiment with vocabulary, register and modality to create texts for different audiences
S6ES1105RC6	develop and use appropriate vocabulary and skills in using accurate spelling, effective punctuation and grammar for specific effects (ACEEE013, ACEEE027, ACEEE041, ACEEE055)
S6ES1106UC1	explore a wide range of different types of texts to identify different strategies and styles of composing
S6ES1106UC1	recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contexts
S6ES1106RC2	draw on a broadening vocabulary to use language with increasing control for particular effects
S6ES1106RC3	edit work to improve clarity, accuracy and expressiveness in their use of language

SYLLABUS CODE	SYLLABUS CONTENT
S6ES11071RC1	select text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes, for example write diary entries of real or imagined people, create interactive websites, participate in workplace role plays and script fictional dialogues (ACEEE034)
S6ES11071RC2	use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES1108RC3	develop a personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
S6ES1109EP1	appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES1109RC2	explain shifts in intonation and point of view, identifying the effect of language choices on an audience (ACEEE032)
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view
YEAR 12	
S6ES1201UC2	explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1201RC3	use a range of communication skills, for example varying voice, tone and pace, to explore an idea and influence and engage an audience
S6ES1202RC2	write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context
S6ES1202RC3	recognise and use evaluative language, for example emotive language and modality for particular purposes
S6ES124UC1	recognise how the contexts and audiences of their own texts will determine the language and structural choices they make
S6ES124RC1	use appropriate register and structure for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011)
S6ES124RC2	use language expressively and imaginatively in response to both literary and other texts
S6ES125UC2	identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech
S6ES125UC4	appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts
S6ES125RC1	responds to and/or uses features of oral language for specific purposes, for example tone, volume, pitch, pauses and change of pace
S6ES125RC2	compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effects
S6ES125RC3	use language accurately and appropriately to communicate own ideas in a variety of contexts
S6ES126UC1	select and use appropriate language features, text structures and stylistic choices for different media, audiences, contexts and purposes

SYLLABUS CODE	SYLLABUS CONTENT
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES126RC3	use a widening vocabulary with control and for particular effects
S6ES127RC2	use a widening range of persuasive, visual and literary techniques to effectively engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES127RC3	uses introductory phrases which indicate that an opinion, or a fact, is being offered
S6ES127RC4	experiment with the use of media, types of texts, text structures and language features, for example the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in argument, choice of layout in websites and use of questioning strategies and tone of voice in interviews (ACEEE034)
S6ES128RC2	use personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
S6ES129EP1	appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES129UC4	discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

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	
S6ES1101EP2	identify the main ideas and purposes of texts
S6ES1101UC6	identify and describe elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1101RC3	discuss the ideas, themes and emotions represented in literary texts
S6ES1102UC1	use and interpret structural and language features, for example visual and aural cues, to identify main ideas, supporting arguments and evidence (ACEEE001, ACEEE015)
S6ES1103RC3	categorise ideas and information about specific themes or ideas (ACEEE037)
S6ES1107EP1	explore ideas and perspectives in a range of texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
S6ES1107EP2	engage with literary texts that represent ideas through imaginative and expressive language
S6ES1108EP1	explore the differing or comparable ways in which a number and variety of texts represent or respond to a topic or theme
S6ES1108RC1	compose short structured responses that compare and contrast ways in which a topic or theme is represented in different texts
S6ES1108RC2	understand the ways connections can be made between ideas in texts
S6ES1109EP1	appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES1109EP2	explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s (ACEEE047)
S6ES1109UC1	consider the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6ES1201UC2	explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1201RC2	compose more sustained texts that explore the main ideas in texts
S6ES123RC2	categorise and integrate ideas and information about specific themes or ideas (ACEEE037)
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES127EP1	explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
S6ES127EP2	explore literary and multimodal texts that represent ideas through imaginative and expressive forms
S6ES128EP1	account for the similarities and differences in the ways texts represent or respond to a topic or theme
S6ES128RC1	compose more extended written responses that compare and contrast ways in which a topic or theme is represented in different texts
S6ES129EP1	appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES129EP2	assess the representation of community, local or global issues in social, community, workplace or literary texts including texts by and about Aboriginal and/or Torres Strait Islander people/s (ACEEE047)
S6ES129UC2	explain how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
S6ES129UC4	discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES129RC2	express a clear point of view on the ideas and issues explored in texts supported by appropriate evidence as support
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

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	
S6ES1201UC2	explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1201RC2	compose more sustained texts that explore the main ideas in texts
S6ES123RC2	categorise and integrate ideas and information about specific themes or ideas (ACEEE037)
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES127EP1	explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
S6ES127EP2	explore literary and multimodal texts that represent ideas through imaginative and expressive forms
S6ES128EP1	account for the similarities and differences in the ways texts represent or respond to a topic or theme
S6ES128RC1	compose more extended written responses that compare and contrast ways in which a topic or theme is represented in different texts
S6ES129EP1	appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES129EP2	assess the representation of community, local or global issues in social, community, workplace or literary texts including texts by and about Aboriginal and/or Torres Strait Islander people/s (ACEEE047)
S6ES129UC2	explain how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
S6ES129UC4	discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES129RC2	express a clear point of view on the ideas and issues explored in texts supported by appropriate evidence as support
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view

SYLLABUS CODE	SYLLABUS CONTENT
YEAR 12	
S6ES1201EP1	engage increasingly with texts where the relationships between concepts and information is not explicit and requires inference and interpretation
S6ES1201EP2	read, view and listen to texts to connect, interpret, and visualise ideas
S6ES1201EP3	integrate prior knowledge with new information to predict, construct or confirm understanding
S6ES1201UC1	explain how social, community and workplace texts are constructed for particular purposes, audiences and contexts (ACEEE005)
S6ES1201UC2	explain and discuss the effectiveness of elements of literary texts, for example characterisation, narrative, tone, description and setting
S6ES1202EP3	select from a broadening range of strategies to maintain focus on making meaning when accessing increasingly complex texts
S6ES1202EP5	draw on support resources as needed to clarify or confirm word meanings
S6ES1202UC1	recognise how language features can be used to alert a reader to a shift in focus or meaning, for example a change in tense
S6ES1202UC2	interpret and draw inferences from structural and language features as well as the aural and visual cues used in texts (ACEEE015, ACEEE016)
S6ES1202UC3	understand an increasing number of unfamiliar words, including words with non-literal meanings and some abstraction
S6ES1202UC4	interpret and extrapolate information from texts containing graphs and diagrams
S6ES1202RC1	select an appropriate reading approach according to text structure and purpose, for example read closely to identify explicit and implicit information, use headings to find relevant sections, skim and scan to find areas of interest
S6ES1202RC2	write for a range of purposes, for example personal communication or social action, to demonstrate knowledge and understanding, using language appropriate to audience, purpose and context
S6ES1202RC3	recognise and use evaluative language, for example emotive language and modality for particular purposes
S6ES1202RC4	use writing as a tool to identify issues and generate new ideas
S6ES1203EP2	locate and select information from a range of sources (ACEEE022)
S6ES123UC1	use ethical research practices for example acknowledging sources and avoiding plagiarism and collusion (ACEEE052)
S6ES123RC3	select appropriate text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
S6ES124UC1	recognise how the contexts and audiences of their own texts will determine the language and structural choices they make
S6ES124UC2	explain the forms and conventions of texts created in different modes and media, including visual and digital texts (ACEEA018)
S6ES124UC3	understand the contemporary application of Aboriginal cultural protocols in the production of texts for the purpose of Indigenous Intellectual and Cultural Property (ICIP) protection

SYLLABUS CODE	SYLLABUS CONTENT
S6ES124RC1	use appropriate register and structure for different purposes and audiences, for example in everyday, social, community and workplace contexts (ACEEE011)
S6ES124RC3	sequence writing to produce cohesive and sustained texts
S6ES124RC4	display a logical organisational structure in their writing through the use of coherently linked paragraphs
S6ES125EP1	interpret a range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, composed for a variety of purposes
S6ES125UC1	explain structural and language features, for example visual and aural cues that identify main ideas, supporting arguments and evidence (ACEEE001)
S6ES125UC2	identify some ways structure, language or tone are used to create an impression and explain or reinforce a message, for example through text structure, use of rhetorical questions, repetition, similes or figures of speech
S6ES125UC3	understand the effect of nominalisation in the writing of informative and persuasive texts
S6ES125RC2	compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effects
S6ES125RC4	develop and use appropriate vocabulary and skills in using accurate spelling, punctuation and grammar (ACEEE013, ACEEE027, ACEEE041, ACEEE055)
S6ES126EP1	analyse a wide range of different types of texts, exploring the different strategies and styles of composing
S6ES126UC2	recognise the effects of media, types of texts and text structures on audiences, for example pop-ups on websites, flashbacks in films and intonation in speeches (ACEEE020)
S6ES126RC3	use a widening vocabulary with control and for particular effects
S6ES127UC1	critique a variety of texts and consider how language forms and features are selected and used to convey meaning
S6ES127UC2	understand the purpose, and use, of a range of common cohesive links at sentence, paragraph and whole-text level, for example referencing, lexical chains and conjunctions
S6ES127RC3	uses introductory phrases which indicate that an opinion, or a fact, is being offered
S6ES128UC2	recognise the use of media, types of texts, text structures and language features, for example, subjective and objective reporting in feature articles and current affairs programs, appeals to reason and emotion in persuasive texts and juxtaposition of images in websites (ACEEE048)
S6ES129UC1	explore issues and ideas represented in a range of texts and explain points of view and implications (ACEEE043)
S6ES129UC2	explain how texts use language to appeal to the beliefs, attitudes and values of an audience (ACEEE045)
S6ES129UC4	discuss the use of narrative and other techniques in literary texts to represent ideas, values attitudes or points of view, for example characterisation and dialogue in novels and films, avatars in multiplayer video games and first person narrator (ACEEE035)
S6ES129RC2	express a clear point of view on the ideas and issues explored in texts supported by appropriate evidence as support
S6ES1210EP3	recognise that reading, viewing and/or listening is an active and interactive process in which personal experiences and expectations influence understanding and interpretation
S6ES1210UC1	use and understand the value of writing as a reflective tool

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	
S6ES1101EP1	engage with a broadening range of texts that incorporate increasing levels of language complexity
S6ES1101RC3	discuss the ideas, themes and emotions represented in literary texts
S6ES1105EP1	engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic ways
S6ES1105RC2	use language with increasing accuracy to communicate own ideas in a variety of contexts
S6ES1107EP1	explore ideas and perspectives in a range of texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
S6ES1108RC3	develop a personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
S6ES1109EP1	appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audience
YEAR 12	
S6ES1201UC4	integrate relevant information and ideas from texts to develop their own interpretations
S6ES1201RC1	integrate relevant information and ideas from texts to develop and discuss their own interpretations
S6ES1201RC3	use a range of communication skills, for example varying voice, tone and pace, to explore an idea and influence and engage an audience
S6ES1203EP1	access and investigate texts in the course of preparation for discussion, interviews and reports, and for individual and collaborative research projects
S6ES124EP1	engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts
S6ES124EP2	engage with short literary texts, or extracts of literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/s as models and stimulus for their own imaginative expression
S6ES125UC4	appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts
S6ES125RC1	responds to and/or uses features of oral language for specific purposes, for example tone, volume, pitch, pauses and change of pace

SYLLABUS CODE	SYLLABUS CONTENT
S6ES125RC3	use language accurately and appropriately to communicate own ideas in a variety of contexts
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES127EP1	explore ideas and perspectives in a range of increasingly complex texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
S6ES127EP2	explore literary and multimodal texts that represent ideas through imaginative and expressive forms
S6ES128RC2	use personal voice and adopt different points of view to influence audiences in a range of media and digital technologies (ACEEE039)
S6ES129EP1	appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience
S6ES129RC1	account for the similarities and differences between own responses to texts and the responses of others (ACEEE018)

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	
S6ES1106UC1	recognise the similarities and differences between the language features, text structures and stylistic choices used in a range of texts composed for different purposes, audiences and contexts
S6ES1108EP1	explore the differing or comparable ways in which a number and variety of texts represent or respond to a topic or theme
S6ES1108EP2	investigate and start to synthesise ideas and information from a range of source material (ACEEE050)
S6ES1108UC1	investigate the relationships between context, purpose and audience and the impact on meaning in social, community and workplace texts (ACEEE033)
S6ES1108RC1	compose short structured responses that compare and contrast ways in which a topic or theme is represented in different texts
S6ES1108RC2	understand the ways connections can be made between ideas in texts
S6ES1108RC4	use explicit strategies to organise and make connections between information and ideas in different texts, for example underline main points or draw sequencing diagrams
S6ES1109RC1	identify and describe the similarities and differences between own responses to texts and the responses of others (ACEEE018)
YEAR 12	
S6ES1201EP2	read, view and listen to texts to connect, interpret, and visualise ideas
S6ES123RC2	categorise and integrate ideas and information about specific themes or ideas (ACEEE037)
S6ES123RC5	investigate and synthesise ideas and information from a range of source material (ACEEE050)
S6ES128EP1	account for the similarities and differences in the ways texts represent or respond to a topic or theme
S6ES128EP2	use a range of strategies to synthesise ideas and information from several texts
S6ES128UC1	describe the relationships between context, purpose and audience and the impact on meaning in social, community and workplace texts (ACEEE033)
S6ES128UC3	analyse text structures and language features of literary texts and make relevant connections with other texts

SYLLABUS CODE	SYLLABUS CONTENT
S6ES128RC1	compose more extended written responses that compare and contrast ways in which a topic or theme is represented in different texts
S6ES128RC3	create imaginative texts that make relevant connections with other texts
S6ES129RC1	account for the similarities and differences between own responses to texts and the responses of others (ACEEE018)

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	
S6ES1101UC7	develop criteria to evaluate the effectiveness of a text or its ideas
S6ES1103EP3	reflect on the relevance and usefulness of each source (ACEEE023)
S6ES1103RC3	categorise ideas and information about specific themes or ideas (ACEEE037)
S6ES1106UC2	form opinions on the effectiveness of particular types of texts in achieving their purposes
S6ES1107EP1	explore ideas and perspectives in a range of texts in a variety of forms and media, including written, oral and multimodal texts, in order to develop their own ideas and interpretations
YEAR 12	
S6ES1201UC3	apply and articulate criteria used to evaluate a text or its ideas
S6ES1203EP3	determine the credibility and reliability of source material to contexts and topics (ACEEE051)
S6ES123UC2	assess the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEEN026)
S6ES123RC2	categorise and integrate ideas and information about specific themes or ideas (ACEEE037)
S6ES123RC4	identify and assess facts and opinions presented in texts
S6ES126EP2	assess the effectiveness of particular types of texts in achieving their purposes
S6ES129EP2	assess the representation of community, local or global issues in social, community, workplace or literary texts including texts by and about Aboriginal and/or Torres Strait Islander people/s (ACEEE047)
S6ES129UC3	investigate how some points of view are privileged while others are marginalised or silenced, for example the unreliable narrator in fiction and film, the presence or absence of Aboriginal and/or Torres Strait Islander peoples or other cultural groups in Australian TV, the antagonists in drama and video games or the presentation of only one point of view in a news story (ACEEE049)

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	
S6ES1101RC4	compose a range of texts in a variety of modes and media using the appropriate language and structures
S6ES1102RC1	compose texts with an awareness of varying language to meet the requirements of audience, purpose and context
S6ES1103UC3	select text structures, language and visual features to communicate and represent ideas and information (ACEEE026)
S6ES1103RC2	demonstrate control of most distinguishing linguistic structures and features of a broad range of written and oral texts, for example reports, discussions, procedures and narratives
S6ES1104EP1	engage with a range of texts as stimuli and models for their own compositions in various forms, in academic, everyday, social, community and workplace contexts
S6ES1104EP2	study short literary texts, or extracts of literary texts, as models and stimulus points for their own imaginative expression
S6ES1104UC1	identify contexts and audiences of texts and reflect on how these might relate to their own developing compositions
S6ES1104RC3	use language expressively and imaginatively in response to a range of texts
S6ES1105RC3	experiment with vocabulary, register and modality to create texts for different audiences
S6ES1105RC6	develop and use appropriate vocabulary and skills in using accurate spelling, effective punctuation and grammar for specific effects (ACEEE013, ACEEE027, ACEEE041, ACEEE055)
S6ES11071RC1	select text structures, language features and visual techniques to communicate and represent ideas and information for different contexts and purposes, for example write diary entries of real or imagined people, create interactive websites, participate in workplace role plays and script fictional dialogues (ACEEE034)
S6ES11071RC2	use persuasive, visual and literary techniques to engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES1109UC2	explore the use of narrative features, for example point of view in film, fiction and video games (ACEEE007)
S6ES1109UC3	explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisements (ACEEE006)

SYLLABUS CODE	SYLLABUS CONTENT
S6ES1109RC3	compose their own persuasive and imaginative texts, using a variety of language and multimedial forms and features to present attitudes, values, perspectives and points of view
YEAR 12	
S6ES1201RC2	compose more sustained texts that explore the main ideas in texts
S6ES1201RC3	use a range of communication skills, for example varying voice, tone and pace, to explore an idea and influence and engage an audience
S6ES124RC2	use language expressively and imaginatively in response to both literary and other texts
S6ES124RC5	plan, draft, edit and proofread their own texts for 'publication' in a portfolio of work (ACEEE014)
S6ES125UC4	appreciate and apply the power of language to communicate their own ideas, feelings and viewpoints in a variety of literary and multimodal texts
S6ES125RC1	responds to and/or uses features of oral language for specific purposes, for example tone, volume, pitch, pauses and change of pace
S6ES126EP1	analyse a wide range of different types of texts, exploring the different strategies and styles of composing
S6ES126UC1	select and use appropriate language features, text structures and stylistic choices for different media, audiences, contexts and purposes
S6ES126RC1	use text structures and language features to communicate ideas and information in a range of media and digital technologies, for example explaining workplace procedures, using navigation bars to create a web page, and developing a character's back story (ACEEE012, ACEEE026)
S6ES126RC2	experiment with a variety of expressive forms and styles to develop effective ways to communicate and express their own ideas
S6ES127RC1	select text structures, language and visual features to communicate and effectively represent ideas (ACEEE26)
S6ES127RC2	use a widening range of persuasive, visual and literary techniques to effectively engage audiences in a range of modes, media and contexts (ACEEE025)
S6ES127RC4	experiment with the use of media, types of texts, text structures and language features, for example the selective use of fact, evidence and opinion in newspaper reports, the use of statistics and graphs in argument, choice of layout in websites and use of questioning strategies and tone of voice in interviews (ACEEE034)
S6ES129RC3	compose their own persuasive and imaginative texts, experimenting with language and mutimedial forms and features to present attitudes, values, perspectives and points of view
S6ES1210EP1	experiment with various approaches to learning and reflect on effectiveness in different situations

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	
S6ES1101UC7	develop criteria to evaluate the effectiveness of a text or its ideas
S6ES1104UC1	identify contexts and audiences of texts and reflect on how these might relate to their own developing compositions
S6ES1104RC7	recognise ways that drafts of texts can be enhanced, for example by reviewing and amending vocabulary, spelling, punctuation, sentence structure, paragraphs, cohesion, presentation
S6ES1104RC8	plan, draft, edit and proofread their own texts for 'publication' in a portfolio of work (ACEEE014)
S6ES1106RC3	edit work to improve clarity, accuracy and expressiveness in their use of language
S6ES1110EP1	identify the various ways they approach their learning in English
S6ES1110EP2	monitor their own learning in English and start to assess their own strengths and weaknesses
S6ES1110UC2	identify own and others' roles in a group or team and make an active contribution to improve learning outcomes
S6ES1110RC1	create texts reflecting on their own learning, considering how individual and collaborative processes can be used to ensure better learning outcomes
S6ES1110RC2	use constructive feedback from others to improve learning, including their composing and responding
YEAR 12	
S6ES1202EP4	monitor own comprehension and use a combination of strategies when meaning is lost, for example re-read to identify the main idea
S6ES1202RC1	select an appropriate reading approach according to text structure and purpose, for example read closely to identify explicit and implicit information, use headings to find relevant sections, skim and scan to find areas of interest
S6ES123RC1	use different strategies for finding and recording information, for example taking notes to summarise and paraphrasing information (ACEEE024)
S6ES124RC5	plan, draft, edit and proofread their own texts for 'publication' in a portfolio of work (ACEEE014)
S6ES126RC4	edit their own and others work to improve clarity, accuracy and expressiveness in their use of language
S6ES1210EP1	experiment with various approaches to learning and reflect on effectiveness in different situations

SYLLABUS CODE	SYLLABUS CONTENT
S6ES1210EP2	monitor their own learning
S6ES1210EP4	access a range of resources to support their learning
S6ES1210UC2	assess their own strengths and needs as learners and apply strategies to ensure their ongoing improvement
S6ES1210UC3	use a range of techniques to reinforce learning, for example visualising, rehearsing, summarising or explaining to someone else
S6ES1210RC1	create texts reflecting on their own learning, considering how processes can be adjusted to ensure better learning outcomes
S6ES1210RC2	use constructive feedback from others to improve learning, including their composing and responding to texts