



ENGLISH  
Textual Concepts

# RELATED SYLLABUS CONTENT

## Stage 6 - Extension

**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
<b>YEAR 11</b>	
S6E11O1EP2	respond to and compose complex texts using a variety of modes, media and technologies for pleasure, reflection and understanding
S6E01101UA2	use sophisticated metalanguage in textual analysis, including digital elements
S6E1103RC1	support critical interpretations of texts through sustained argument and relevant detailed textual analysis
S6E1105RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
<b>YEAR 12</b>	
S6E1201EP2	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
S6E1201UA1	evaluate how complex texts construct meaning and communicate values
S6E1201UA2	experiment with a range of literary forms and media in presenting critical and creative responses and compositions
S6E1201UA3	use sophisticated metalanguage in textual analysis, including digital elements
S6E1201RC1	deliver sophisticated critical and creative presentations using a variety of digital technologies for communication and collaboration
S6E1202EP1	articulate and justify personal responses to representations of a range of complex human experiences in sophisticated texts
S6E1202UA2	manipulate textual form and stylistic features to construct original texts that express an informed perspective
S6E1202RC2	critically evaluate the ways in which voice and point of view can be shaped in a range of complex texts to create meaning and evoke particular responses
S6E1203EP1	respond to and challenge theoretical perspectives to test their own personal responses to a range of complex texts
S6E1203UA2	develop sustained, critical arguments, that express deep understanding of complex texts and concepts, using appropriate academic language
S6E1203RC1	synthesise a range of theoretical perspectives and integrate these into sophisticated analytical responses

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6E1204EP1</b>	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
<b>S6E1204RC1</b>	strategically use textual evidence to support arguments critically analysing perspectives, cultural assumptions and values in texts
<b>S6E1204RC2</b>	experiment with language to craft creative and critical compositions, communicating particular perspectives and values effectively
<b>S6S1205UA1</b>	understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes
<b>S6S1205UA2</b>	assess the effects of rhetorical devices, for example emphasis, emotive language and imagery in the construction of argument (ACEEN025)
<b>S6S1205RC1</b>	synthesise information and ideas for a range of purposes, including development of sustained, evidence-based, logical and complex argument (ACEEN071)
<b>S6S1205RC2</b>	use the information and ideas gathered from a range of texts to present perspectives in analytical, expressive and imaginative ways
<b>S6S1205RC3</b>	assess their own and others' justifications, evidence and point of view (ACELR064)
<b>S6S1207DA1</b>	assess the impact of context on shaping the social, moral and ethical positions represented in texts
<b>S6S1207RC1</b>	recognise and evaluate different interpretations of texts that derive from different perspectives
<b>S6S1208EP1</b>	identify and question cultural assumptions and values in their own texts and in their responses to the texts of others
<b>S6S1208RC1</b>	analyse how language and argument can create or reflect bias that may shape cultural perspectives

# 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
<b>YEAR 11</b>	
S6E1101EP1	appreciate and explore the complex connections between texts, composers, responders and their contexts
S6E1101DA1	critically analyse how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E1103RC2	experiment with traditional and emerging literary forms and media for a variety of purposes and audiences
S6E1103DA2	consider why particular texts may be perceived as culturally significant
S6E1103RC1	support critical interpretations of texts through sustained argument and relevant detailed textual analysis
S6E1104DA1	evaluate the relevance and quality of a variety of critical, informative and creative texts used in particular contexts
S6E1105EP1	articulate personal responses to texts and critique the changing ways that texts are valued over time
S6E1105DA2	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6E1105DA3	explore how and why texts are appropriated or manifested in a range of social, historical and cultural contexts
S6E1105RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
<b>YEAR 12</b>	
S6E1201EP1	appreciate and examine the complex connections between texts, composers, responders and contexts
S6E1201DA1	critically analyse and appreciate how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E1202UA2	manipulate textual form and stylistic features to construct original texts that express an informed perspective
S6E1203EP2	make judicious choices in the selection of independent research and wide reading
S6E1203DA2	analyse the ways social, historical, cultural and personal values are inscribed in texts

SYLLABUS CODE	SYLLABUS CONTENT
<b>S6E1203RC1</b>	synthesise a range of theoretical perspectives and integrate these into sophisticated analytical responses
<b>S6E1204EP1</b>	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
<b>S6E1205DA1</b>	reflect on the ways deep personal engagement with texts enhances understanding of the complex relationships between texts, composers, responders and contexts

## 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
<b>YEAR 11</b>	
S6E1102UA2	analyse how narrative voice and point of view shape meaning in a range of textual forms
S6E1102UA3	experiment with language choices, textual form and genre for familiar or new contexts
<b>YEAR 12</b>	
S6E1201EP2	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
S6E1202EP1	articulate and justify personal responses to representations of a range of complex human experiences in sophisticated texts
S6E1202RC2	critically evaluate the ways in which voice and point of view can be shaped in a range of complex texts to create meaning and evoke particular responses
S6E1203DA2	analyse the ways social, historical, cultural and personal values are inscribed in texts

# S6 Related syllabus content // CODE AND CONVENTION

**S6**

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

They learn that

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

\*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
<b>YEAR 11</b>	
<b>S6E01101UA1</b>	evaluate the appropriateness and effectiveness of text structures, language features and stylistic choices using a range of media and technologies
<b>S6E01101UA2</b>	use sophisticated metalanguage in textual analysis, including digital elements
<b>S6E01101RC1</b>	select a variety of digital technologies to enhance the delivery of sophisticated critical and creative presentations
<b>S6E1102UA1</b>	refine the control of language and clarity of their own compositions to meet the demands of increasingly complex thought and expression
<b>S6E1102UA2</b>	analyse how narrative voice and point of view shape meaning in a range of textual forms
<b>S6E1102UA3</b>	experiment with language choices, textual form and genre for familiar or new contexts
<b>S6E1102RC1</b>	effectively use stylistic features to create sophisticated texts appropriate to purpose, audience and context
<b>S6E1103RC2</b>	experiment with traditional and emerging literary forms and media for a variety of purposes and audiences
<b>S6E1103UA1</b>	examine and analyse the ways language reflects values and shapes meaning
<b>S6E1103UA2</b>	make sophisticated linguistic choices to express understanding of the ways language shapes values and meaning
<b>S6E1104UA1</b>	use appropriate referencing styles to cite texts and generate reference lists
<b>S6E1104UA2</b>	understand, appraise and use academic language appropriately
<b>S6E1104RC2</b>	apply skills in research methodology and independent investigation to compose well-referenced critical and creative texts
<b>S6E1105UA1</b>	analyse the ways in which language, style and conventions are shaped by cultural, social and historical contexts
<b>S6E1105RC1</b>	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
<b>S6E1105RC2</b>	critically evaluate the different ways in which values are shaped in and through texts

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>YEAR 12</b>	
<b>S6E1201EP2</b>	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
<b>S6E1201UA2</b>	experiment with a range of literary forms and media in presenting critical and creative responses and compositions
<b>S6E1201UA3</b>	use sophisticated metalanguage in textual analysis, including digital elements
<b>S6E1201RC1</b>	deliver sophisticated critical and creative presentations using a variety of digital technologies for communication and collaboration
<b>S6E1202UA1</b>	use sophisticated, controlled language with clarity in their own compositions to meet the demands of complex thought and expression
<b>S6E1202UA2</b>	manipulate textual form and stylistic features to construct original texts that express an informed perspective
<b>S6E1202RC1</b>	create sustained texts in a variety of modes and media, demonstrating understanding of evolving literary conventions
<b>S6E1202RC2</b>	critically evaluate the ways in which voice and point of view can be shaped in a range of complex texts to create meaning and evoke particular responses
<b>S6E1203DA2</b>	analyse the ways social, historical, cultural and personal values are inscribed in texts
<b>S6E1203UA1</b>	evaluate composers' (authors, poets, playwrights, directors, designers and so on) stylistic choices to inform their own compositional choices
<b>S6E1203UA2</b>	develop sustained, critical arguments, that express deep understanding of complex texts and concepts, using appropriate academic language
<b>S6E1204UA1</b>	evaluate how language, style and form are used to represent particular perspectives in ways appropriate to context, for example the representation of a diverse range of Australian voices, including those from Aboriginal and/or Torres Strait Islander peoples
<b>S6E1204RC1</b>	strategically use textual evidence to support arguments critically analysing perspectives, cultural assumptions and values in texts
<b>S6E1204RC2</b>	experiment with language to craft creative and critical compositions, communicating particular perspectives and values effectively
<b>S6E1205UA1</b>	reflect on knowledge, skills and confidence gained through independent and collaborative processes, to use language in creative and powerful ways



## 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
<b>YEAR 11</b>	
S6E11O2EP1	appreciate and use aesthetic qualities of language in complex texts for personal expression, pleasure and learning
S6E11O2UA3	experiment with language choices, textual form and genre for familiar or new contexts
S6E11O3RC1	effectively use stylistic features to create sophisticated texts appropriate to purpose, audience and context
S6E11O3UA2	make sophisticated linguistic choices to express understanding of the ways language shapes values and meaning
<b>YEAR 12</b>	
S6E12O1EP2	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
S6E12O1UA2	experiment with a range of literary forms and media in presenting critical and creative responses and compositions
S6E12O2EP2	use the aesthetic qualities of language in composing complex and original texts for pleasure, reflection and understanding
S6E12O2UA2	manipulate textual form and stylistic features to construct original texts that express an informed perspective
S6E12O3UA1	evaluate composers' (authors, poets, playwrights, directors, designers and so on) stylistic choices to inform their own compositional choices

## 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
<b>YEAR 11</b>	
S6E1101EP1	appreciate and explore the complex connections between texts, composers, responders and their contexts
S6E1101DA1	critically analyse how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E1102DA1	evaluate how changing context and values can influence how texts are composed and interpreted
S6E1102UA3	experiment with language choices, textual form and genre for familiar or new contexts
S6E1103RC1	effectively use stylistic features to create sophisticated texts appropriate to purpose, audience and context
S6E1103RC2	experiment with traditional and emerging literary forms and media for a variety of purposes and audiences
S6E1103DA1	analyse the effect of cultural values on the evaluation and composition of texts
S6E1103DA2	consider why particular texts may be perceived as culturally significant
S6E1103UA1	examine and analyse the ways language reflects values and shapes meaning
S6E1104DA1	evaluate the relevance and quality of a variety of critical, informative and creative texts used in particular contexts
S6E1105EP1	articulate personal responses to texts and critique the changing ways that texts are valued over time
S6E1105DA1	examine the relationships between a text and the culture in which it was responded to and composed
S6E1105DA2	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6E1105DA3	explore how and why texts are appropriated or manifested in a range of social, historical and cultural contexts
S6E1105UA1	analyse the ways in which language, style and conventions are shaped by cultural, social and historical contexts
S6E1105RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
S6E1105RC2	critically evaluate the different ways in which values are shaped in and through texts

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>YEAR 12</b>	
<b>S6E1201EP1</b>	appreciate and examine the complex connections between texts, composers, responders and contexts
<b>S6E1201DA1</b>	critically analyse and appreciate how content, and the ways in which it is represented, may be value-laden and shaped by context
<b>S6E1202DA1</b>	evaluate how changing contexts and values influence how texts are composed and interpreted
<b>S6E1203EP1</b>	respond to and challenge theoretical perspectives to test their own personal responses to a range of complex texts
<b>S6E1203DA1</b>	critically examine the multiple ways texts are valued in different contexts and by different audiences
<b>S6E1203DA2</b>	analyse the ways social, historical, cultural and personal values are inscribed in texts
<b>S6E1203RC1</b>	synthesise a range of theoretical perspectives and integrate these into sophisticated analytical responses
<b>S6E1204EP1</b>	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
<b>S6E1204DA1</b>	examine how perspectives represented in texts might be understood and valued differently in a range of personal, cultural, historical and social contexts
<b>S6E1204UA1</b>	evaluate how language, style and form are used to represent particular perspectives in ways appropriate to context, for example the representation of a diverse range of Australian voices, including those from Aboriginal and/or Torres Strait Islander peoples
<b>S6E1204RC1</b>	strategically use textual evidence to support arguments critically analysing perspectives, cultural assumptions and values in texts
<b>S6E1204RC2</b>	experiment with language to craft creative and critical compositions, communicating particular perspectives and values effectively
<b>S6E1205DA1</b>	reflect on the ways deep personal engagement with texts enhances understanding of the complex relationships between texts, composers, responders and contexts

## 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
<b>YEAR 11</b>	
S6E11O1EP1	appreciate and explore the complex connections between texts, composers, responders and their contexts
S6E11O1DA1	critically analyse how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E011O1UA1	evaluate the appropriateness and effectiveness of text structures, language features and stylistic choices using a range of media and technologies
S6E11O2UA2	analyse how narrative voice and point of view shape meaning in a range of textual forms
S6E11O2UA3	experiment with language choices, textual form and genre for familiar or new contexts
S6E11O3RC2	experiment with traditional and emerging literary forms and media for a variety of purposes and audiences
S6E11O5UA1	analyse the ways in which language, style and conventions are shaped by cultural, social and historical contexts
<b>YEAR 12</b>	
S6E12O1EP2	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
S6E12O1UA2	experiment with a range of literary forms and media in presenting critical and creative responses and compositions
S6E12O2UA2	manipulate textual form and stylistic features to construct original texts that express an informed perspective
S6E12O2RC1	create sustained texts in a variety of modes and media, demonstrating understanding of evolving literary conventions
S6E12O4UA1	evaluate how language, style and form are used to represent particular perspectives in ways appropriate to context, for example the representation of a diverse range of Australian voices, including those from Aboriginal and/or Torres Strait Islander peoples

## 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
<b>YEAR 11</b>	
<b>S6E11O1EP1</b>	appreciate and explore the complex connections between texts, composers, responders and their contexts
<b>S6E11O2UA3</b>	experiment with language choices, textual form and genre for familiar or new contexts
<b>S611E03EP1</b>	appreciate and understand the relationships between complex texts and the ways in which textual connections offer multiple interpretations
<b>S6E11O5DA3</b>	explore how and why texts are appropriated or manifested in a range of social, historical and cultural contexts
<b>S6E11O5RC1</b>	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
<b>YEAR 12</b>	
<b>S6E12O1EP1</b>	appreciate and examine the complex connections between texts, composers, responders and contexts
<b>S6E12O1EP2</b>	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
<b>S6E12O5DA1</b>	reflect on the ways deep personal engagement with texts enhances understanding of the complex relationships between texts, composers, responders and contexts

# 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
<b>YEAR 11</b>	
S6E11O1EP1	appreciate and explore the complex connections between texts, composers, responders and their contexts
S6E11O3RC2	experiment with traditional and emerging literary forms and media for a variety of purposes and audiences
S6E11O3DA1	analyse the effect of cultural values on the evaluation and composition of texts
S6E11O3DA2	consider why particular texts may be perceived as culturally significant
S6E11O4DA1	evaluate the relevance and quality of a variety of critical, informative and creative texts used in particular contexts
S6E11O5EP1	articulate personal responses to texts and critique the changing ways that texts are valued over time
S6E11O5DA3	explore how and why texts are appropriated or manifested in a range of social, historical and cultural contexts
S6E11O5RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
<b>YEAR 12</b>	
S6E12O2DA1	evaluate how changing contexts and values influence how texts are composed and interpreted
S6E12O3DA1	critically examine the multiple ways texts are valued in different contexts and by different audiences
S6E12O3RC1	synthesise a range of theoretical perspectives and integrate these into sophisticated analytical responses
S6E12O4EP1	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
S6E12O4DA1	examine how perspectives represented in texts might be understood and valued differently in a range of personal, cultural, historical and social contexts

# 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
<b>YEAR 11</b>	
S6E11O1EP2	respond to and compose complex texts using a variety of modes, media and technologies for pleasure, reflection and understanding
S6E11O2EP1	appreciate and use aesthetic qualities of language in complex texts for personal expression, pleasure and learning
S6E11O2UA2	analyse how narrative voice and point of view shape meaning in a range of textual forms
S6E11O2UA3	experiment with language choices, textual form and genre for familiar or new contexts
S6E11O3RC2	experiment with traditional and emerging literary forms and media for a variety of purposes and audiences
S6E11O5RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
<b>YEAR 12</b>	
S6E12O1EP2	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
S6E12O1UA2	experiment with a range of literary forms and media in presenting critical and creative responses and compositions
S6E12O2RC1	create sustained texts in a variety of modes and media, demonstrating understanding of evolving literary conventions
S6E12O2RC2	critically evaluate the ways in which voice and point of view can be shaped in a range of complex texts to create meaning and evoke particular responses
S6E12O3DA2	analyse the ways social, historical, cultural and personal values are inscribed in texts
S6E12O3UA1	evaluate composers' (authors, poets, playwrights, directors, designers and so on) stylistic choices to inform their own compositional choices
S6E12O4RC2	experiment with language to craft creative and critical compositions, communicating particular perspectives and values effectively

## 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
<b>YEAR 11</b>	
S6E11O1EP1	appreciate and explore the complex connections between texts, composers, responders and their contexts
S6E11O1DA1	critically analyse how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E11O2DA1	evaluate how changing context and values can influence how texts are composed and interpreted
S611E03EP1	appreciate and understand the relationships between complex texts and the ways in which textual connections offer multiple interpretations
S6E11O3DA1	analyse the effect of cultural values on the evaluation and composition of texts
S6E11O3DA2	consider why particular texts may be perceived as culturally significant
S6E11O3UA1	examine and analyse the ways language reflects values and shapes meaning
S6E11O3UA2	make sophisticated linguistic choices to express understanding of the ways language shapes values and meaning
S6E11O3RC1	support critical interpretations of texts through sustained argument and relevant detailed textual analysis
S6E11O5EP1	articulate personal responses to texts and critique the changing ways that texts are valued over time
S6E11O5DA1	examine the relationships between a text and the culture in which it was responded to and composed
S6E11O5DA2	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6E11O5DA3	explore how and why texts are appropriated or manifested in a range of social, historical and cultural contexts
S6E11O5RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
S6E11O5RC2	critically evaluate the different ways in which values are shaped in and through texts



<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>YEAR 12</b>	
<b>S6E1201DA1</b>	critically analyse and appreciate how content, and the ways in which it is represented, may be value-laden and shaped by context
<b>S6E1201UA1</b>	evaluate how complex texts construct meaning and communicate values
<b>S6E1202DA1</b>	evaluate how changing contexts and values influence how texts are composed and interpreted
<b>S6E1202UA2</b>	manipulate textual form and stylistic features to construct original texts that express an informed perspective
<b>S6E1203EP1</b>	respond to and challenge theoretical perspectives to test their own personal responses to a range of complex texts
<b>S6E1203DA1</b>	critically examine the multiple ways texts are valued in different contexts and by different audiences
<b>S6E1203DA2</b>	analyse the ways social, historical, cultural and personal values are inscribed in texts
<b>S6E1203RC1</b>	synthesise a range of theoretical perspectives and integrate these into sophisticated analytical responses
<b>S6E1204EP1</b>	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
<b>S6E1204DA1</b>	examine how perspectives represented in texts might be understood and valued differently in a range of personal, cultural, historical and social contexts
<b>S6E1204UA1</b>	evaluate how language, style and form are used to represent particular perspectives in ways appropriate to context, for example the representation of a diverse range of Australian voices, including those from Aboriginal and/or Torres Strait Islander peoples
<b>S6E1204RC1</b>	strategically use textual evidence to support arguments critically analysing perspectives, cultural assumptions and values in texts
<b>S6E1204RC2</b>	experiment with language to craft creative and critical compositions, communicating particular perspectives and values effectively
<b>S6E1205EP1</b>	reflect on and evaluate the growth of their own conceptual understanding of complex ideas and how they are represented in texts
<b>S6E1205DA1</b>	reflect on the ways deep personal engagement with texts enhances understanding of the complex relationships between texts, composers, responders and contexts

## 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
<b>YEAR 11</b>	
<b>S6E1102UA2</b>	analyse how narrative voice and point of view shape meaning in a range of textual forms
<b>S6E1105RC1</b>	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
<b>YEAR 12</b>	
<b>S6E1202RC2</b>	critically evaluate the ways in which voice and point of view can be shaped in a range of complex texts to create meaning and evoke particular responses

## 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
<b>YEAR 11</b>	
S6E11O1EP2	respond to and compose complex texts using a variety of modes, media and technologies for pleasure, reflection and understanding
S6E11O1DA1	critically analyse how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E11O2UA2	analyse how narrative voice and point of view shape meaning in a range of textual forms
S6E11O3RC1	effectively use stylistic features to create sophisticated texts appropriate to purpose, audience and context
S6E11O3RC2	experiment with traditional and emerging literary forms and media for a variety of purposes and audiences
S6E11O5DA3	explore how and why texts are appropriated or manifested in a range of social, historical and cultural contexts
S6E11O5RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
S6E11O5RC2	critically evaluate the different ways in which values are shaped in and through texts
<b>YEAR 12</b>	
S6E12O1DA1	critically analyse and appreciate how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E12O1UA1	evaluate how complex texts construct meaning and communicate values
S6E12O2EP1	articulate and justify personal responses to representations of a range of complex human experiences in sophisticated texts
S6E12O2UA2	manipulate textual form and stylistic features to construct original texts that express an informed perspective
S6E12O2RC1	create sustained texts in a variety of modes and media, demonstrating understanding of evolving literary conventions
S6E12O3DA2	analyse the ways social, historical, cultural and personal values are inscribed in texts

SYLLABUS CODE	SYLLABUS CONTENT
<b>S6E1204EP1</b>	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
<b>S6E1204DA1</b>	examine how perspectives represented in texts might be understood and valued differently in a range of personal, cultural, historical and social contexts
<b>S6E1204UA1</b>	evaluate how language, style and form are used to represent particular perspectives in ways appropriate to context, for example the representation of a diverse range of Australian voices, including those from Aboriginal and/or Torres Strait Islander peoples
<b>S6E1205EP1</b>	reflect on and evaluate the growth of their own conceptual understanding of complex ideas and how they are represented in texts

## S6 Related syllabus content // STYLE

S6

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

They learn that

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

\*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
<b>YEAR 11</b>	
S6E11O1DA1	critically analyse how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E011O1UA1	evaluate the appropriateness and effectiveness of text structures, language features and stylistic choices using a range of media and technologies
S6E11O2EP1	appreciate and use aesthetic qualities of language in complex texts for personal expression, pleasure and learning
S6E11O2UA1	refine the control of language and clarity of their own compositions to meet the demands of increasingly complex thought and expression
S6E11O2UA3	experiment with language choices, textual form and genre for familiar or new contexts
S6E11O3RC1	effectively use stylistic features to create sophisticated texts appropriate to purpose, audience and context
S6E11O3UA1	examine and analyse the ways language reflects values and shapes meaning
S6E11O5DA3	explore how and why texts are appropriated or manifested in a range of social, historical and cultural contexts
S6E11O5UA1	analyse the ways in which language, style and conventions are shaped by cultural, social and historical contexts
S6E11O5RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
S6E11O6UA1	reflect on the stylistic choices made by different composers (authors, poets, playwrights, directors, designers and so on) and the ways this informs individual compositions
<b>YEAR 12</b>	
S6E12O1EP2	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
S6E12O1UA2	experiment with a range of literary forms and media in presenting critical and creative responses and compositions
S6E12O2EP2	use the aesthetic qualities of language in composing complex and original texts for pleasure, reflection and understanding

SYLLABUS CODE	SYLLABUS CONTENT
S6E1202UA1	use sophisticated, controlled language with clarity in their own compositions to meet the demands of complex thought and expression
S6E1202UA2	manipulate textual form and stylistic features to construct original texts that express an informed perspective
S6E1203UA1	evaluate composers' (authors, poets, playwrights, directors, designers and so on) stylistic choices to inform their own compositional choices
S6E1204UA1	evaluate how language, style and form are used to represent particular perspectives in ways appropriate to context, for example the representation of a diverse range of Australian voices, including those from Aboriginal and/or Torres Strait Islander peoples
S6E1204RC2	experiment with language to craft creative and critical compositions, communicating particular perspectives and values effectively
S6E1205UA1	reflect on knowledge, skills and confidence gained through independent and collaborative processes, to use language in creative and powerful ways

## 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
<b>YEAR 11</b>	
S6E1101DA1	critically analyse how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E1102UA2	analyse how narrative voice and point of view shape meaning in a range of textual forms
S6E1103UA1	examine and analyse the ways language reflects values and shapes meaning
S6E1103UA2	make sophisticated linguistic choices to express understanding of the ways language shapes values and meaning
S6E1105RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
S6E1105RC2	critically evaluate the different ways in which values are shaped in and through texts
<b>YEAR 12</b>	
S6E1201DA1	critically analyse and appreciate how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E1201UA1	evaluate how complex texts construct meaning and communicate values
S6E1202EP1	articulate and justify personal responses to representations of a range of complex human experiences in sophisticated texts
S6E1202RC2	critically evaluate the ways in which voice and point of view can be shaped in a range of complex texts to create meaning and evoke particular responses
S6E1203DA2	analyse the ways social, historical, cultural and personal values are inscribed in texts
S6E1204EP1	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
S6E1204DA1	examine how perspectives represented in texts might be understood and valued differently in a range of personal, cultural, historical and social contexts
S6E1204RC1	strategically use textual evidence to support arguments critically analysing perspectives, cultural assumptions and values in texts
S6E1204RC2	experiment with language to craft creative and critical compositions, communicating particular perspectives and values effectively
S6E1205EP1	reflect on and evaluate the growth of their own conceptual understanding of complex ideas and how they are represented in texts

## S6 Related syllabus content // UNDERSTANDING

### S6

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

\*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
<b>YEAR 11</b>	
S6E01101UA1	evaluate the appropriateness and effectiveness of text structures, language features and stylistic choices using a range of media and technologies
S6E0110UA2	use sophisticated metalanguage in textual analysis, including digital elements
S6E0110RC1	select a variety of digital technologies to enhance the delivery of sophisticated critical and creative presentations
S6E1102UA2	analyse how narrative voice and point of view shape meaning in a range of textual forms
S611E03EP1	appreciate and understand the relationships between complex texts and the ways in which textual connections offer multiple interpretations
S6E1103UA1	examine and analyse the ways language reflects values and shapes meaning
S6E1104EP1	search for relevant critical, creative and informative texts using online databases, libraries and websites
S6E1104UA1	use appropriate referencing styles to cite texts and generate reference lists
S6E1104UA2	understand, appraise and use academic language appropriately
S6E1104RC1	use research skills to investigate and inform thinking about ideas, audience, purpose, context and notions of value
S6E1104RC2	apply skills in research methodology and independent investigation to compose well-referenced critical and creative texts
S6E1105DA2	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6E1105UA1	analyse the ways in which language, style and conventions are shaped by cultural, social and historical contexts
S6E1105RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
S6E1106UA2	use evaluative language to articulate the processes of independent investigation and the insights gained throughout the research process
S6E1106RC1	use individual and peer reflection on research and writing to enhance the quality of critical and creative compositions



<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>YEAR 12</b>	
<b>S6E1201EP1</b>	appreciate and examine the complex connections between texts, composers, responders and contexts
<b>S6E1201EP2</b>	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
<b>S6E1201UA3</b>	use sophisticated metalanguage in textual analysis, including digital elements
<b>S6E1202RC1</b>	create sustained texts in a variety of modes and media, demonstrating understanding of evolving literary conventions
<b>S6E1203EP2</b>	make judicious choices in the selection of independent research and wide reading
<b>S6E1204EP1</b>	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
<b>S6E1204RC1</b>	strategically use textual evidence to support arguments critically analysing perspectives, cultural assumptions and values in texts

## 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
<b>YEAR 11</b>	
S6E11O1EP2	respond to and compose complex texts using a variety of modes, media and technologies for pleasure, reflection and understanding
S6E11O2EP1	appreciate and use aesthetic qualities of language in complex texts for personal expression, pleasure and learning
S611E03EP1	appreciate and understand the relationships between complex texts and the ways in which textual connections offer multiple interpretations
S6E11O4RC1	use research skills to investigate and inform thinking about ideas, audience, purpose, context and notions of value
S6E11O5EP1	articulate personal responses to texts and critique the changing ways that texts are valued over time
S6E11O5RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
S6E11O6EP1	evaluate how their personal responses have changed as a result of wide reading of a variety of complex texts
S6E11O6UA2	use evaluative language to articulate the processes of independent investigation and the insights gained throughout the research process
S6E11O6RC3	actively engage in the drafting, revising, refining and publishing processes of composition
<b>YEAR 12</b>	
S6E12O1EP1	appreciate and examine the complex connections between texts, composers, responders and contexts
S6E12O1EP2	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
S6E12O1RC1	deliver sophisticated critical and creative presentations using a variety of digital technologies for communication and collaboration
S6E12O2EP2	use the aesthetic qualities of language in composing complex and original texts for pleasure, reflection and understanding

## 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
<b>YEAR 11</b>	
S6E11O1EP1	appreciate and explore the complex connections between texts, composers, responders and their contexts
S611E03EP1	appreciate and understand the relationships between complex texts and the ways in which textual connections offer multiple interpretations
S6E1105EP1	articulate personal responses to texts and critique the changing ways that texts are valued over time
S6E1105DA1	examine the relationships between a text and the culture in which it was responded to and composed
S6E1105DA3	explore how and why texts are appropriated or manifested in a range of social, historical and cultural contexts
S6E1105RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
S6E1106EP1	evaluate how their personal responses have changed as a result of wide reading of a variety of complex texts
<b>YEAR 12</b>	
S6E1201EP1	appreciate and examine the complex connections between texts, composers, responders and contexts
S6E1203DA1	critically examine the multiple ways texts are valued in different contexts and by different audiences
S6E1203RC1	synthesise a range of theoretical perspectives and integrate these into sophisticated analytical responses
S6E1204EP1	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
S6E1205DA1	reflect on the ways deep personal engagement with texts enhances understanding of the complex relationships between texts, composers, responders and contexts

## 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
<b>YEAR 11</b>	
S6E11O1EP1	appreciate and explore the complex connections between texts, composers, responders and their contexts
S6E11O1DA1	critically analyse how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E11O2DA1	evaluate how changing context and values can influence how texts are composed and interpreted
S611E03EP1	appreciate and understand the relationships between complex texts and the ways in which textual connections offer multiple interpretations
S6E11O3DA1	analyse the effect of cultural values on the evaluation and composition of texts
S6E11O3DA2	consider why particular texts may be perceived as culturally significant
S6E11O3RC1	support critical interpretations of texts through sustained argument and relevant detailed textual analysis
S6E11O3RC2	apply creative and critical thinking to enhance the quality of their responses and compositions
S6E11O4DA1	evaluate the relevance and quality of a variety of critical, informative and creative texts used in particular contexts
S6E11O5EP1	articulate personal responses to texts and critique the changing ways that texts are valued over time
S6E11O5DA3	explore how and why texts are appropriated or manifested in a range of social, historical and cultural contexts
S6E11O5RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
S6E11O5RC2	critically evaluate the different ways in which values are shaped in and through texts
<b>YEAR 12</b>	
S6E12O1DA1	critically analyse and appreciate how content, and the ways in which it is represented, may be value-laden and shaped by context
S6E12O1UA1	evaluate how complex texts construct meaning and communicate values

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6E1201UA2</b>	experiment with a range of literary forms and media in presenting critical and creative responses and compositions
<b>S6E1202EP1</b>	articulate and justify personal responses to representations of a range of complex human experiences in sophisticated texts
<b>S6E1202DA1</b>	evaluate how changing contexts and values influence how texts are composed and interpreted
<b>S6E1202RC2</b>	critically evaluate the ways in which voice and point of view can be shaped in a range of complex texts to create meaning and evoke particular responses
<b>S6E1203EP1</b>	respond to and challenge theoretical perspectives to test their own personal responses to a range of complex texts
<b>S6E1203DA1</b>	critically examine the multiple ways texts are valued in different contexts and by different audiences
<b>S6E1203DA2</b>	analyse the ways social, historical, cultural and personal values are inscribed in texts
<b>S6E1203UA1</b>	evaluate composers' (authors, poets, playwrights, directors, designers and so on) stylistic choices to inform their own compositional choices
<b>S6E1203UA2</b>	develop sustained, critical arguments, that express deep understanding of complex texts and concepts, using appropriate academic language
<b>S6E1203RC1</b>	synthesise a range of theoretical perspectives and integrate these into sophisticated analytical responses
<b>S6E1203RC2</b>	use creative and critical thinking to enhance the quality of their personal responses and compositions
<b>S6E1204EP1</b>	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
<b>S6E1204DA1</b>	examine how perspectives represented in texts might be understood and valued differently in a range of personal, cultural, historical and social contexts
<b>S6E1204UA1</b>	evaluate how language, style and form are used to represent particular perspectives in ways appropriate to context, for example the representation of a diverse range of Australian voices, including those from Aboriginal and/or Torres Strait Islander peoples
<b>S6E1204RC1</b>	strategically use textual evidence to support arguments critically analysing perspectives, cultural assumptions and values in texts
<b>S6E1204RC2</b>	experiment with language to craft creative and critical compositions, communicating particular perspectives and values effectively
<b>S6E1205EP1</b>	reflect on and evaluate the growth of their own conceptual understanding of complex ideas and how they are represented in texts
<b>S6E1205UA1</b>	use evaluative language to articulate the processes of independent investigation and the insights gained through the research process
<b>S6E1205RC1</b>	evaluate the effectiveness of individual and collaborative research, creative and critical compositions and presentations

## 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
<b>YEAR 11</b>	
S6E11O1EP2	respond to and compose complex texts using a variety of modes, media and technologies for pleasure, reflection and understanding
S6E0110RC1	select a variety of digital technologies to enhance the delivery of sophisticated critical and creative presentations
S6E11O2EP1	appreciate and use aesthetic qualities of language in complex texts for personal expression, pleasure and learning
S6E11O2UA1	refine the control of language and clarity of their own compositions to meet the demands of increasingly complex thought and expression
S6E11O2UA3	experiment with language choices, textual form and genre for familiar or new contexts
S6E11O3RC1	effectively use stylistic features to create sophisticated texts appropriate to purpose, audience and context
S6E11O3RC2	experiment with traditional and emerging literary forms and media for a variety of purposes and audiences
S6E11O3UA2	make sophisticated linguistic choices to express understanding of the ways language shapes values and meaning
S6E11O5RC1	reimagine and re-create texts by experimenting with perspective, point of view, style and context to demonstrate how values are maintained and changed
<b>YEAR 12</b>	
S6E12O1EP2	insightfully respond to and compose complex texts, using a variety of modes, media and technologies for a range of purposes, including their own pleasure
S6E12O1UA2	experiment with a range of literary forms and media in presenting critical and creative responses and compositions
S6E12O2EP2	use the aesthetic qualities of language in composing complex and original texts for pleasure, reflection and understanding
S6E12O2UA1	use sophisticated, controlled language with clarity in their own compositions to meet the demands of complex thought and expression

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6E1202UA2</b>	manipulate textual form and stylistic features to construct original texts that express an informed perspective
<b>S6E1202RC1</b>	create sustained texts in a variety of modes and media, demonstrating understanding of evolving literary conventions
<b>S6E1203UA1</b>	evaluate composers' (authors, poets, playwrights, directors, designers and so on) stylistic choices to inform their own compositional choices
<b>S6E1203RC1</b>	synthesise a range of theoretical perspectives and integrate these into sophisticated analytical responses
<b>S6E1203RC2</b>	use creative and critical thinking to enhance the quality of their personal responses and compositions
<b>S6E1204EP1</b>	consider a range of critical perspectives to test their own perspectives in understanding and evaluating particular ways of thinking, cultural assumptions and values represented in texts
<b>S6E1204RC1</b>	strategically use textual evidence to support arguments critically analysing perspectives, cultural assumptions and values in texts
<b>S6E1204RC2</b>	experiment with language to craft creative and critical compositions, communicating particular perspectives and values effectively

## 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
<b>YEAR 11</b>	
S6E1102UA1	refine the control of language and clarity of their own compositions to meet the demands of increasingly complex thought and expression
S6E1103RC2	apply creative and critical thinking to enhance the quality of their responses and compositions
S6E1104EP2	reflect on the value of independent investigation and the ways it informs responding and composing
S6E1106EP1	evaluate how their personal responses have changed as a result of wide reading of a variety of complex texts
S6E1106EP2	evaluate the development of their own learning and understanding of the ways context shapes meaning in texts
S6E1106UA1	reflect on the stylistic choices made by different composers (authors, poets, playwrights, directors, designers and so on) and the ways this informs individual compositions
S6E1106RC1	use individual and peer reflection on research and writing to enhance the quality of critical and creative compositions
S6E1106RC2	reflect on the extent to which independent and collaborative learning has helped to refine the writing process and shape creativity
S6E1106RC3	actively engage in the drafting, revising, refining and publishing processes of composition
<b>YEAR 12</b>	
S6E1202EP2	use the aesthetic qualities of language in composing complex and original texts for pleasure, reflection and understanding
S6E1203RC2	use creative and critical thinking to enhance the quality of their personal responses and compositions
S6E1205EP1	reflect on and evaluate the growth of their own conceptual understanding of complex ideas and how they are represented in texts
S6E1205DA1	reflect on the ways deep personal engagement with texts enhances understanding of the complex relationships between texts, composers, responders and contexts
S6E1205UA1	reflect on knowledge, skills and confidence gained through independent and collaborative processes, to use language in creative and powerful ways



<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6E1205UA1</b>	use evaluative language to articulate the processes of independent investigation and the insights gained through the research process
<b>S6E1205RC1</b>	evaluate the effectiveness of individual and collaborative research, creative and critical compositions and presentations
<b>S6E1205RC2</b>	critically engage in the drafting, revising, refining and publishing processes of composition
<b>S6S1209DA4</b>	assess how technology can be used to enhance their learning
<b>S6S1209UA1</b>	understand and use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others
<b>S6S1209RC1</b>	use writing as a tool to reflect on their own learning, assessing how processes can be adjusted to ensure better learning outcomes
<b>S6S1209RC2</b>	use critical and constructive feedback from others to improve learning, including their composing and responding
<b>S6S1209RC3</b>	assess the strengths and weaknesses of their own compositional style and improve compositions as a result of the process of reflection