



ENGLISH  
Textual Concepts

# RELATED SYLLABUS CONTENT

## Stage 6 - Standard

**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>	
<b>S6S1101EP1</b>	investigate, appreciate and enjoy a wide range of texts and different ways of responding
<b>S6S1101DA3</b>	analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001)
<b>S6S1101UA3</b>	apply and articulate criteria used to evaluate a text or its ideas
<b>S6S1101RC1</b>	develop creative and informed interpretations of texts supported by close textual analysis (ACELR062)
<b>S6S1101RC2</b>	compose texts that integrate different modes and media for a variety of audiences and purposes
<b>S6S1102EP2</b>	explore the ways different media and technologies influence the experience of a text, for example how reading pathways in digital texts can offer responders (readers, listeners, viewers, an audience and so on) autonomy
<b>S6S1102DA2</b>	assess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts (ACEEN003)
<b>S6S1102RC2</b>	use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style (ACEEN055)
<b>S6S1103EP1</b>	engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning
<b>S6S1103DA1</b>	analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience (ACEEN002)
<b>S6S1103DA2</b>	use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011)
<b>S6S1103UA1</b>	explore the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
<b>S6S1103UA4</b>	analyse and assess the interplay between imaginative, persuasive and interpretive techniques; for example how anecdotes are used in speeches to amuse, inform or influence, or the use of characterisation in advertising (ACEEN030)
<b>S6S1103RC2</b>	use stylistic features to craft and communicate points of view (ACELR013)
<b>S6S1103RC4</b>	create cohesion in texts by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1105UA1</b>	understand and appreciate how different language forms, features and structures can be used to represent different ways of thinking
<b>S6S1105UA3</b>	analyse how vocabulary, idiom and rhetoric are used for different purposes and contexts (ACEEN006)
<b>S6S1105UA4</b>	explore the effects of figurative and rhetorical devices, for example emphasis, emotive language, metaphor and imagery in the construction of argument (ACEEN025)
<b>S6S1105RC1</b>	select, interpret and draw conclusions about information and ideas in texts
<b>S6S1105RC3</b>	make connections between information and ideas and synthesise these in a range of critical and creative texts
<b>S6S1105RC4</b>	compose critical and creative texts that explore increasingly complex ideas
<b>S6S1105RC5</b>	compose logical, ordered and cohesive texts that build effective arguments in response to the ideas generated through texts.
<b>S6S1105RC6</b>	select and apply appropriate textual evidence to support arguments (ACEEN035)
<b>S6S1107DA2</b>	understand how contexts influence the perspectives represented in texts and how audiences respond to them
<b>S6S1107UA1</b>	analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts
<b>S6S1107RC2</b>	compose critical and creative texts that reflect particular values and perspectives, including their own
<b>S6S1108UA2</b>	analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029)
<b>S6S1108RC1</b>	analyse how language and argument can create or reflect bias that may shape cultural perspectives
<b>YEAR 12</b>	
<b>S6S1201EP02</b>	compose considered and well-crafted personal responses to texts and critically consider the responses of others
<b>S6S1201UA01</b>	analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024)
<b>S6S1201RC1</b>	develop creative, informed and sustained interpretations of texts supported by close textual analysis (ACELR062)
<b>S6S1202RC3</b>	compose and analyse texts in different modes, media and technologies for a variety of purposes
<b>S6S1203EP1</b>	engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning
<b>S6S1203DA1</b>	understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising
<b>S6S1203DA2</b>	analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage (ACEEN002)
<b>S6S1203UA1</b>	explain the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
<b>S6S1203UA2</b>	investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1203UA4</b>	analyse, assess and experiment with the interplay between imaginative, persuasive and interpretive techniques
<b>S6S1203RC2</b>	control language features, text structures and stylistic choices of texts to shape meaning and influence responses
<b>S6S1204E1P</b>	assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms
<b>S6S1204UA2</b>	use specific language and literary devices, for example rhetoric, to communicate broad ideas for different purposes
<b>S6S1204RC4</b>	sequence writing to produce cohesive and sustained texts
<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>	
S6S1102EP2	explore the ways different media and technologies influence the experience of a text, for example how reading pathways in digital texts can offer responders (readers, listeners, viewers, an audience and so on) autonomy
S6S1102UA1	consider how the reliability of texts is shaped and influenced by choices of medium
S6S1102RC2	use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style (ACEEN055)
S6S1105DA1	understand how the contexts of composers (authors, poets, playwrights, directors, designers and so on) and responders influence their perspectives and ideas
S6S1107EP1	reflect on how their personal values and perspectives are confirmed or challenged through their engagement with a variety of texts including those by and about Aboriginal and/or Torres Strait Islander people/s
S6S1108DA2	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
S6S1109DA3	choose individual and collaborative processes appropriate for particular learning contexts
S6S1109RC3	assess the strengths and weaknesses of their own compositional style and amend compositions as a result of the process of feedback and reflection
<b>YEAR 12</b>	
S6S1201DA02	explain how and why texts influence and position readers and viewers (ACEEN040)
S6S1202UA2	investigate the reliability of texts and how they may be shaped and influenced by choices of medium
S6S1203RC2	control language features, text structures and stylistic choices of texts to shape meaning and influence responses
S6S1204RC1	re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes
S6S1205EP2	appreciate the value of thinking about texts in different ways
S6S1205RC3	assess their own and others' justifications, evidence and point of view (ACELR064)
S6S1205RC3	explain and assess the ways in which particular texts are influenced by other texts and various contexts

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>YEAR 11</b>	
<b>S6S1208DA2</b>	understand the contemporary application of Aboriginal protocols in the production of texts for the purpose of Indigenous cultural and intellectual property protection
<b>S6S1209EP2</b>	recognise that reading, viewing and listening are active and interactive processes in which personal experiences and expectations influence understanding and interpretation
<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

## 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>	
S6S1103UA4	analyse and assess the interplay between imaginative, persuasive and interpretive techniques; for example how anecdotes are used in speeches to amuse, inform or influence, or the use of characterisation in advertising (ACEEN030)
S6S1104RC2	transform personal experience into imaginative texts for particular contexts and audiences
S6S1107UA1	analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts
S6S1108UA2	analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029)
<b>YEAR 12</b>	
S6S1208UA2	assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view (ACEEN064)

# 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>S6S1101DA3</b>	analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001)
<b>S6S1101UA1</b>	analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024)
<b>S6S1101UA2</b>	explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
<b>S6S1101RC1</b>	develop creative and informed interpretations of texts supported by close textual analysis (ACELR062)
<b>S6S1102EP1</b>	appreciate the ways mode, medium and technology affect meaning and influence personal response
<b>S6S1102EP2</b>	explore the ways different media and technologies influence the experience of a text, for example how reading pathways in digital texts can offer responders (readers, listeners, viewers, an audience and so on) autonomy
<b>S6S1102DA2</b>	assess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts (ACEEN003)
<b>S6S1102UA2</b>	experiment with and assess the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEEN026)
<b>S6S1103EP1</b>	engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning
<b>S6S1103DA1</b>	analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience (ACEEN002)
<b>S6S1103DA2</b>	use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011)
<b>S6S1103UA1</b>	explore the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
<b>S6S1103UA2</b>	use accurate spelling, punctuation, syntax and metalanguage (ACEEN017)
<b>S6S1103RC1</b>	understand and explain how language forms, features and structures are effectively integrated in a range of quality literature and other texts
<b>S6S1103RC2</b>	use stylistic features to craft and communicate points of view (ACELR013)



<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1103RC3</b>	use language forms, features and structures to shape meaning, influence responses and achieve particular effects
<b>S6S1103RC4</b>	create cohesion in texts by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims
<b>S6S1104EP1</b>	transfer knowledge of language and literary devices to engage with unfamiliar textual forms or texts in unfamiliar contexts
<b>S6S1104UA1</b>	use language features, including punctuation and syntax, for particular effects in new and different contexts
<b>S6S1104UA2</b>	examine and evaluate the cohesion of syntax and content in familiar and unfamiliar texts
<b>S6S1104UA3</b>	investigate text structures and language features related to specific genres for different purposes and audiences (ACEEN052)
<b>S6S1105UA1</b>	understand and appreciate how different language forms, features and structures can be used to represent different ways of thinking
<b>S6S1105UA2</b>	understand the effect of nominalisation in the writing of critical and creative texts
<b>S6S1105UA3</b>	analyse how vocabulary, idiom and rhetoric are used for different purposes and contexts (ACEEN006)
<b>S6S1105UA4</b>	explore the effects of figurative and rhetorical devices, for example emphasis, emotive language, metaphor and imagery in the construction of argument (ACEEN025)
<b>S6S1105RC2</b>	use evaluative language, including emotive language and modality for particular purposes and effects.
<b>S6S1105RC5</b>	compose logical, ordered and cohesive texts that build effective arguments in response to the ideas generated through texts.
<b>S6S1106DA3</b>	examine how genres and their conventions have changed and adapted over time (ACEEN046)
<b>S6S1106UA1</b>	explore and analyse the similarities and differences in language forms, features and structures between and among texts
<b>S6S1106UA3</b>	understand how texts conform to or challenge generic conventions through their language forms, features and structures
<b>S6S1107UA2</b>	analyse the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)
<b>S6S1108DA2</b>	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
<b>S6S1108RC1</b>	analyse how language and argument can create or reflect bias that may shape cultural perspectives
<b>S6S1109UA2</b>	select and use appropriate metalanguage and textual forms to assess and reflect on learning
<b>YEAR 12</b>	
<b>S6S1201UA01</b>	analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024)
<b>S6S1201RC1</b>	develop creative, informed and sustained interpretations of texts supported by close textual analysis (ACELR062)
<b>S6S1202EP1</b>	appreciate the ways mode, medium and technology shape meaning and influence personal response

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1202DA1</b>	explain and assess the effects of technological forms and conventions on meaning in personal, social, historical, cultural and workplace contexts
<b>S6S1202DA2</b>	analyse and assess how choice of mode and medium shapes the response of audiences (ACEEN003)
<b>S6S1202UA1</b>	justify the use and assess the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEENO26)
<b>S6S1202UA3</b>	analyse and assess the effects of the combination of linguistic, multimedial, interactive and navigational conventions on responses to texts
<b>S6S1202RC1</b>	independently use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style (ACEEN055)
<b>S6S1203EP1</b>	engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning
<b>S6S1203DA1</b>	understand and use language appropriately and effectively for particular purposes, for example making connections, questioning, challenging, analysing, speculating and generalising
<b>S6S1203DA3</b>	use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (ACEEN011)
<b>S6S1203UA1</b>	explain the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
<b>S6S1203UA3</b>	use accurate spelling, punctuation, syntax and metalanguage (ACEEN017)
<b>S6S1203RC1</b>	understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions
<b>S6S1203RC2</b>	control language features, text structures and stylistic choices of texts to shape meaning and influence responses
<b>S6S1204UA1</b>	make imaginative use of language features, including punctuation and syntax, for particular effects (ACEEN051)
<b>S6S1204UA2</b>	use specific language and literary devices, for example rhetoric, to communicate broad ideas for different purposes
<b>S6S1204RC3</b>	use different ways of transforming experience and ideas into imaginative texts for particular audiences and contexts
<b>S6S1204RC4</b>	sequence writing to produce cohesive and sustained texts
<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>S6S1206UA1</b>	compare the forms, features and structures of texts from different contexts to draw conclusions about their effectiveness in communicating ideas
<b>S6S1206UA4</b>	assess the ways in which texts conform to or challenge generic conventions through their language features, text structures and stylistic choices
<b>S6S1207UA1</b>	analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1207UA2</b>	analyse and assess the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)
<b>S6S1208DA2</b>	understand the contemporary application of Aboriginal protocols in the production of texts for the purpose of Indigenous cultural and intellectual property protection
<b>S6S1208UA1</b>	assess and reflect on the ways values and assumptions are conveyed (ACELR058)
<b>S6S1208RC1</b>	analyse how language and argument can create or reflect bias that may shape cultural perspectives
<b>S6S1209UA1</b>	understand and use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others

## S6 Related syllabus content // CONNOTATION, IMAGERY & SYMBOL

**S6**

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

They learn that

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

\*Advanced and Extension courses

SYLLABUS CODE	SYLLABUS CONTENT
<b>YEAR 11</b>	
<b>S6S1103DA1</b>	analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience (ACEEN002)
<b>S6S1103UA1</b>	explore the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
<b>S6S1104EP1</b>	transfer knowledge of language and literary devices to engage with unfamiliar textual forms or texts in unfamiliar contexts
<b>S6S1105UA4</b>	explore the effects of figurative and rhetorical devices, for example emphasis, emotive language, metaphor and imagery in the construction of argument (ACEEN025)
<b>YEAR 12</b>	
<b>S6S1204UA2</b>	use specific language and literary devices, for example rhetoric, to communicate broad ideas for different purposes
<b>S6S1205UA2</b>	assess the effects of rhetorical devices, for example emphasis, emotive language and imagery in the construction of argument (ACEEN025)

## 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>	
S6S1101DA1	identify and describe the contexts of composing and responding, for example personal, social, historical, cultural and workplace contexts, and consider how these contexts impact on meaning
S6S1101DA2	recognise the effects of their own contexts on their composing and responding
S6S1101DA3	analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001)
S6S1101UA1	analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024)
S6S1101RC2	compose texts that integrate different modes and media for a variety of audiences and purposes
S6S1102DA1	consider the appropriateness of processes and technologies for particular purposes, audiences and contexts
S6S1102DA2	assess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts (ACEEN003)
S6S1103DA1	analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience (ACEEN002)
S6S1103DA2	use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011)
S6S1103DA3	appreciate the use of Standard Australian English for a variety of purposes, audiences and contexts
S6S1104EP1	transfer knowledge of language and literary devices to engage with unfamiliar textual forms or texts in unfamiliar contexts
S6S1104DA1	appreciate and explain how composers (authors, poets, playwrights, directors, designers and so on) may transform and adapt texts for different purposes, contexts and audiences, for example appropriations in popular culture
S6S1104DA2	transform and adapt texts for different purposes, contexts and audiences (ACEEN050)
S6S1104RC1	transform and adapt texts by changing context, perspective or point of view
S6S1104RC2	transform personal experience into imaginative texts for particular contexts and audiences
S6S1105DA1	understand how the contexts of composers (authors, poets, playwrights, directors, designers and so on) and responders influence their perspectives and ideas

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1106DA1</b>	consider the importance of context in explaining the similarities and differences between texts
<b>S6S1106DA2</b>	investigate the ways in which texts are influenced by other texts and by contexts (ACELR019)
<b>S6S1106DA3</b>	examine how genres and their conventions have changed and adapted over time (ACEEN046)
<b>S6S1107DA2</b>	understand how contexts influence the perspectives represented in texts and how audiences respond to them
<b>S6S1107UA1</b>	analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts
<b>S6S1107RC2</b>	compose critical and creative texts that reflect particular values and perspectives, including their own
<b>S6S1108DA1</b>	recognise how context influences the cultural assumptions that underpin their own and others' compositions of, and responses to, texts
<b>YEAR 12</b>	
<b>S6S1201DA01</b>	examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts
<b>S6S1201RC2</b>	compose texts that combine different modes and media for a variety of contexts, audiences and purposes
<b>S6S1202DA1</b>	explain and assess the effects of technological forms and conventions on meaning in personal, social, historical, cultural and workplace contexts
<b>S6S1203DA3</b>	use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (ACEEN011)
<b>S6S1203DA4</b>	appreciate the uses and value of Standard Australian English for a variety of purposes, audiences and contexts
<b>S6S1204DA1</b>	analyse and appreciate how composers (authors, poets, playwrights, directors, designers and so on) create new texts, or transform and adapt texts for different purposes, contexts and audiences
<b>S6S1204DA2</b>	adapt texts for different purposes, contexts and audiences (ACEEN050)
<b>S6S1204RC1</b>	re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes
<b>S6S1204RC2</b>	use and manipulate generic forms in a range of modes and media for different audiences and purposes
<b>S6S1204RC3</b>	use different ways of transforming experience and ideas into imaginative texts for particular audiences and contexts
<b>S6S1205DA1</b>	analyse how the contexts of composers (authors, poets, playwrights, directors, designers and so on) or responders (readers, listeners, viewers, an audience and so on) influence their perspectives and ideas
<b>S6S1206DA1</b>	explain similarities and differences between and among texts with reference to their contexts
<b>S6S1206DA2</b>	investigate the relationships between text and context by undertaking close analysis of texts (ACEEN060)
<b>S6S1206UA1</b>	compare the forms, features and structures of texts from different contexts to draw conclusions about their effectiveness in communicating ideas
<b>S6S1205RC3</b>	explain and assess the ways in which particular texts are influenced by other texts and various contexts

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1207DA1</b>	assess the impact of context on shaping the social, moral and ethical positions represented in texts
<b>S6S1207DA2</b>	explain how responses to texts vary over time and in different cultural contexts (ACEEN031)
<b>S6S1207UA1</b>	analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts
<b>S6S1208DA1</b>	recognise and assess how context influences the explicit and implicit cultural assumptions that underpin their compositions, and their own and others' responses to texts

## 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>	
<b>S6S1103UA4</b>	analyse and assess the interplay between imaginative, persuasive and interpretive techniques; for example how anecdotes are used in speeches to amuse, inform or influence, or the use of characterisation in advertising (ACEEN030)
<b>S6S1104UA3</b>	investigate text structures and language features related to specific genres for different purposes and audiences (ACEEN052)
<b>S6S1106DA3</b>	examine how genres and their conventions have changed and adapted over time (ACEEN046)
<b>S6S1106UA1</b>	explore and analyse the similarities and differences in language forms, features and structures between and among texts
<b>S6S1106UA3</b>	understand how texts conform to or challenge generic conventions through their language forms, features and structures
<b>S6S1106RC1</b>	describe and explain the connections between texts including the ways in which particular texts are influenced by other texts.
<b>YEAR 12</b>	
<b>S6S1203DA3</b>	use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (ACEEN011)
<b>S6S1204RC2</b>	use and manipulate generic forms in a range of modes and media for different audiences and purposes
<b>S6S1204RC3</b>	use different ways of transforming experience and ideas into imaginative texts for particular audiences and contexts
<b>S6S1206UA1</b>	compare the forms, features and structures of texts from different contexts to draw conclusions about their effectiveness in communicating ideas
<b>S6S1206UA2</b>	understand and explain the purposes of intertextuality
<b>S6S1206UA4</b>	assess the ways in which texts conform to or challenge generic conventions through their language features, text structures and stylistic choices
<b>S6S1206RC2</b>	compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes



# 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>S6S1104DA1</b>	appreciate and explain how composers (authors, poets, playwrights, directors, designers and so on) may transform and adapt texts for different purposes, contexts and audiences, for example appropriations in popular culture
<b>S6S1104DA2</b>	transform and adapt texts for different purposes, contexts and audiences (ACEEN050)
<b>S6S1106DA2</b>	investigate the ways in which texts are influenced by other texts and by contexts (ACELR019)
<b>S6S1106UA2</b>	understand the uses and purposes of intertextuality, for example references to or appropriations of other texts
<b>S6S1106RC1</b>	describe and explain the connections between texts including the ways in which particular texts are influenced by other texts.
<b>YEAR 12</b>	
<b>S6S1204DA1</b>	analyse and appreciate how composers (authors, poets, playwrights, directors, designers and so on) create new texts, or transform and adapt texts for different purposes, contexts and audiences
<b>S6S1206UA2</b>	understand and explain the purposes of intertextuality
<b>S6S1206UA3</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
<b>S6S1205RC3</b>	explain and assess the ways in which particular texts are influenced by other texts and various contexts
<b>S6S1206RC2</b>	compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes

## 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>	
<b>S6S1106UA2</b>	understand the uses and purposes of intertextuality, for example references to or appropriations of other texts
<b>S6S1106RC1</b>	describe and explain the connections between texts including the ways in which particular texts are influenced by other texts.
<b>YEAR 12</b>	
<b>S6S1203RC1</b>	understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions
<b>S6S1206UA2</b>	understand and explain the purposes of intertextuality
<b>S6S1205RC3</b>	explain and assess the ways in which particular texts are influenced by other texts and various 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>	
S6S1101EP1	investigate, appreciate and enjoy a wide range of texts and different ways of responding
S6S1101DA3	analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001)
S6S1101UA2	explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
S6S1101UA3	apply and articulate criteria used to evaluate a text or its ideas
S6S1101RC2	compose texts that integrate different modes and media for a variety of audiences and purposes
S6S1102EP2	explore the ways different media and technologies influence the experience of a text, for example how reading pathways in digital texts can offer responders (readers, listeners, viewers, an audience and so on) autonomy
S6S1102DA2	assess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts (ACEEN003)
S6S1102RC2	use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style (ACEEN055)
S6S1103EP1	engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning
S6S1103DA1	analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience (ACEEN002)
S6S1103DA2	use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011)
S6S1103UA1	explore the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
S6S1103UA4	analyse and assess the interplay between imaginative, persuasive and interpretive techniques; for example how anecdotes are used in speeches to amuse, inform or influence, or the use of characterisation in advertising (ACEEN030)
S6S1103RC1	understand and explain how language forms, features and structures are effectively integrated in a range of quality literature and other texts

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1103RC3</b>	use language forms, features and structures to shape meaning, influence responses and achieve particular effects
<b>S6S1104DA1</b>	appreciate and explain how composers (authors, poets, playwrights, directors, designers and so on) may transform and adapt texts for different purposes, contexts and audiences, for example appropriations in popular culture
<b>S6S1104DA2</b>	transform and adapt texts for different purposes, contexts and audiences (ACEEN050)
<b>S6S1104UA3</b>	investigate text structures and language features related to specific genres for different purposes and audiences (ACEEN052)
<b>S6S1104RC1</b>	transform and adapt texts by changing context, perspective or point of view
<b>S6S1104RC2</b>	transform personal experience into imaginative texts for particular contexts and audiences
<b>S6S1105EP1</b>	investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways
<b>S6S1105DA1</b>	understand how the contexts of composers (authors, poets, playwrights, directors, designers and so on) and responders influence their perspectives and ideas
<b>S6S1105UA1</b>	understand and appreciate how different language forms, features and structures can be used to represent different ways of thinking
<b>S6S1105RC3</b>	make connections between information and ideas and synthesise these in a range of critical and creative texts
<b>S6S1105RC4</b>	compose critical and creative texts that explore increasingly complex ideas
<b>S6S1106DA1</b>	consider the importance of context in explaining the similarities and differences between texts
<b>S6S1106DA2</b>	investigate the ways in which texts are influenced by other texts and by contexts (ACELR019)
<b>S6S1106DA3</b>	examine how genres and their conventions have changed and adapted over time (ACEEN046)
<b>S6S1106UA1</b>	explore and analyse the similarities and differences in language forms, features and structures between and among texts
<b>S6S1106UA3</b>	understand how texts conform to or challenge generic conventions through their language forms, features and structures
<b>S6S1106RC1</b>	describe and explain the connections between texts including the ways in which particular texts are influenced by other texts.
<b>S6S1106RC2</b>	experiment with composing imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes
<b>S6S1107DA1</b>	identify and describe the social, moral and ethical positions represented in text
<b>S6S1107DA2</b>	understand how contexts influence the perspectives represented in texts and how audiences respond to them
<b>S6S1107UA1</b>	analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts
<b>S6S1107UA2</b>	analyse the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1107RC1</b>	speculate on the possibility of different interpretations of texts when they are considered from different perspectives
<b>S6S1107RC2</b>	compose critical and creative texts that reflect particular values and perspectives, including their own
<b>S6S1108EP1</b>	identify cultural assumptions in their own texts and in their responses to the texts of others
<b>S6S1108UA1</b>	assess and reflect on the ways values and assumptions are conveyed (ACELR058)
<b>S6S1108RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage, and consider the different ways these texts represent people, places and issues
<b>S6S1108RC3</b>	describe and explain cultural assumptions in texts, including texts by and about Aboriginal and/or Torres Strait Islander people/s, and people with Asian heritage
<b>YEAR 12</b>	
<b>S6S1201DA01</b>	examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts
<b>S6S1201DA02</b>	explain how and why texts influence and position readers and viewers (ACEEN040)
<b>S6S1201UA01</b>	analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024)
<b>S6S1201RC2</b>	compose texts that combine different modes and media for a variety of contexts, audiences and purposes
<b>S6S1202EP1</b>	appreciate the ways mode, medium and technology shape meaning and influence personal response
<b>S6S1202UA1</b>	justify the use and assess the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEENO26)
<b>S6S1202RC3</b>	compose and analyse texts in different modes, media and technologies for a variety of purposes
<b>S6S1203EP1</b>	engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning
<b>S6S1203DA2</b>	analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage (ACEEN002)
<b>S6S1203DA3</b>	use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (ACEEN011)
<b>S6S1203UA1</b>	explain the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
<b>S6S1203UA2</b>	investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion
<b>S6S1203UA4</b>	analyse, assess and experiment with the interplay between imaginative, persuasive and interpretive techniques
<b>S6S1203RC1</b>	understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions
<b>S6S1203RC2</b>	control language features, text structures and stylistic choices of texts to shape meaning and influence responses

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1204E1P</b>	assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms
<b>S6S1204DA1</b>	analyse and appreciate how composers (authors, poets, playwrights, directors, designers and so on) create new texts, or transform and adapt texts for different purposes, contexts and audiences
<b>S6S1204DA2</b>	adapt texts for different purposes, contexts and audiences (ACEEN050)
<b>S6S1204UA1</b>	make imaginative use of language features, including punctuation and syntax, for particular effects (ACEEN051)
<b>S6S1204UA2</b>	use specific language and literary devices, for example rhetoric, to communicate broad ideas for different purposes
<b>S6S1204RC1</b>	re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes
<b>S6S1204RC3</b>	use different ways of transforming experience and ideas into imaginative texts for particular audiences and contexts
<b>S6S1204RC4</b>	sequence writing to produce cohesive and sustained texts
<b>S6S1205EP1</b>	investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways
<b>S6S1205EP2</b>	appreciate the value of thinking about texts in different ways
<b>S6S1205DA1</b>	analyse how the contexts of composers (authors, poets, playwrights, directors, designers and so on) or responders (readers, listeners, viewers, an audience and so on) influence their perspectives and ideas
<b>S6S1205RC2</b>	use the information and ideas gathered from a range of texts to present perspectives in analytical, expressive and imaginative ways
<b>S6S1206EP1</b>	develop an increasing understanding and appreciation of new texts by making connections with familiar texts
<b>S6S1206DA1</b>	explain similarities and differences between and among texts with reference to their contexts
<b>S6S1206DA2</b>	investigate the relationships between text and context by undertaking close analysis of texts (ACEEN060)
<b>S6S1206UA3</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
<b>S6S1206UA4</b>	assess the ways in which texts conform to or challenge generic conventions through their language features, text structures and stylistic choices
<b>S6S1206RC2</b>	compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes
<b>S6S1207EP1</b>	explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s
<b>S6S1207DA1</b>	assess the impact of context on shaping the social, moral and ethical positions represented in texts
<b>S6S1207DA2</b>	explain how responses to texts vary over time and in different cultural contexts (ACEEN031)

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1207UA1</b>	analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts
<b>S6S1207UA2</b>	analyse and assess the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)
<b>S6S1207RC1</b>	recognise and evaluate different interpretations of texts that derive from different perspectives
<b>S6S1207RC2</b>	compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own
<b>S6S1207RC3</b>	analyse, explain and evaluate the ways ideas, voices and points of view are represented for particular purposes and effects (ACEEN029)
<b>S6S1208EP1</b>	identify and question cultural assumptions and values in their own texts and in their responses to the texts of others
<b>S6S1208DA1</b>	recognise and assess how context influences the explicit and implicit cultural assumptions that underpin their compositions, and their own and others' responses to texts
<b>S6S1208UA1</b>	assess and reflect on the ways values and assumptions are conveyed (ACELR058)
<b>S6S1208UA2</b>	assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view (ACEEN064)
<b>S6S1208RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage, and assess the different ways these texts represent people, places and issues
<b>S6S1208RC3</b>	analyse and assess cultural assumptions in texts, including texts by and about Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage

## 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>	
S6S1101EP1	investigate, appreciate and enjoy a wide range of texts and different ways of responding
S6S1101UA1	analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024)
S6S1103DA4	understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity
S6S1104RC1	transform and adapt texts by changing context, perspective or point of view
S6S1105DA1	understand how the contexts of composers (authors, poets, playwrights, directors, designers and so on) and responders influence their perspectives and ideas
S6S1105UA1	understand and appreciate how different language forms, features and structures can be used to represent different ways of thinking
S6S1107EP1	reflect on how their personal values and perspectives are confirmed or challenged through their engagement with a variety of texts including those by and about Aboriginal and/or Torres Strait Islander people/s
S6S1107DA1	identify and describe the social, moral and ethical positions represented in text
S6S1107DA2	understand how contexts influence the perspectives represented in texts and how audiences respond to them
S6S1107UA2	analyse the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)
S6S1107RC1	speculate on the possibility of different interpretations of texts when they are considered from different perspectives
S6S1107RC2	compose critical and creative texts that reflect particular values and perspectives, including their own
S6S1108EP1	identify cultural assumptions in their own texts and in their responses to the texts of others
S6S1108DA1	recognise how context influences the cultural assumptions that underpin their own and others' compositions of, and responses to, texts
S6S1108UA1	assess and reflect on the ways values and assumptions are conveyed (ACELR058)
S6S1108RC1	analyse how language and argument can create or reflect bias that may shape cultural perspectives



<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1108RC3</b>	describe and explain cultural assumptions in texts, including texts by and about Aboriginal and/or Torres Strait Islander people/s, and people with Asian heritage
<b>YEAR 12</b>	
<b>S6S1204RC1</b>	re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes
<b>S6S1205DA1</b>	analyse how the contexts of composers (authors, poets, playwrights, directors, designers and so on) or responders (readers, listeners, viewers, an audience and so on) influence their perspectives and ideas
<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>S6S1205RC2</b>	use the information and ideas gathered from a range of texts to present perspectives in analytical, expressive and imaginative ways
<b>S6S1207EP1</b>	explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s
<b>S6S1207DA1</b>	assess the impact of context on shaping the social, moral and ethical positions represented in texts
<b>S6S1207DA2</b>	explain how responses to texts vary over time and in different cultural contexts (ACEEN031)
<b>S6S1207UA2</b>	analyse and assess the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)
<b>S6S1207RC1</b>	recognise and evaluate different interpretations of texts that derive from different perspectives
<b>S6S1207RC2</b>	compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own
<b>S6S1207RC3</b>	analyse, explain and evaluate the ways ideas, voices and points of view are represented for particular purposes and effects (ACEEN029)
<b>S6S1208EP1</b>	identify and question cultural assumptions and values in their own texts and in their responses to the texts of others
<b>S6S1208DA1</b>	recognise and assess how context influences the explicit and implicit cultural assumptions that underpin their compositions, and their own and others' responses to texts
<b>S6S1208UA2</b>	assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view (ACEEN064)
<b>S6S1208RC1</b>	analyse how language and argument can create or reflect bias that may shape cultural perspectives
<b>S6S1208RC3</b>	analyse and assess cultural assumptions in texts, including texts by and about Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage

## 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>S6S1103DA1</b>	analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience (ACEEN002)
<b>S6S1104RC1</b>	transform and adapt texts by changing context, perspective or point of view
<b>YEAR 12</b>	
<b>S6S1204RC1</b>	re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes
<b>S6S1208UA2</b>	assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view (ACEEN064)

## 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>	
<b>S6S1101UA2</b>	explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
<b>S6S1102EP1</b>	appreciate the ways mode, medium and technology affect meaning and influence personal response
<b>S6S1102EP2</b>	explore the ways different media and technologies influence the experience of a text, for example how reading pathways in digital texts can offer responders (readers, listeners, viewers, an audience and so on) autonomy
<b>S6S1102DA2</b>	assess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts (ACEEN003)
<b>S6S1102RC1</b>	locate suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information (ACEEA010)
<b>S6S1103EP1</b>	engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning
<b>S6S1103RC3</b>	use language forms, features and structures to shape meaning, influence responses and achieve particular effects
<b>S6S1105UA1</b>	understand and appreciate how different language forms, features and structures can be used to represent different ways of thinking
<b>S6S1107DA1</b>	identify and describe the social, moral and ethical positions represented in text
<b>S6S1107UA1</b>	analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts
<b>S6S1108UA1</b>	assess and reflect on the ways values and assumptions are conveyed (ACELR058)
<b>S6S1108UA2</b>	analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029)
<b>S6S1108RC1</b>	analyse how language and argument can create or reflect bias that may shape cultural perspectives
<b>S6S1108RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage, and consider the different ways these texts represent people, places and issues

SYLLABUS CODE	SYLLABUS CONTENT
<b>YEAR 12</b>	
<b>S6S1201DA01</b>	examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts
<b>S6S1201DA02</b>	explain how and why texts influence and position readers and viewers (ACEEN040)
<b>S6S1201UA01</b>	analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024)
<b>S6S1201RC1</b>	develop creative, informed and sustained interpretations of texts supported by close textual analysis (ACELR062)
<b>S6S1202EP1</b>	appreciate the ways mode, medium and technology shape meaning and influence personal response
<b>S6S1202DA2</b>	analyse and assess how choice of mode and medium shapes the response of audiences (ACEEN003)
<b>S6S1202UA1</b>	justify the use and assess the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEEN026)
<b>S6S1202RC2</b>	use and assess different processes and technologies, individually and in groups, to generate, investigate, clarify, organise, refine and present information and ideas
<b>S6S1203EP1</b>	engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning
<b>S6S1203UA2</b>	investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion
<b>S6S1204RC1</b>	re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes
<b>S6S1204RC2</b>	use and manipulate generic forms in a range of modes and media for different audiences and purposes
<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>S6S1207DA1</b>	assess the impact of context on shaping the social, moral and ethical positions represented in texts
<b>S6S1207UA1</b>	analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts
<b>S6S1207RC2</b>	compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own
<b>S6S1207RC3</b>	analyse, explain and evaluate the ways ideas, voices and points of view are represented for particular purposes and effects (ACEEN029)
<b>S6S1208DA1</b>	recognise and assess how context influences the explicit and implicit cultural assumptions that underpin their compositions, and their own and others' responses to texts
<b>S6S1208UA1</b>	assess and reflect on the ways values and assumptions are conveyed (ACELR058)
<b>S6S1208UA2</b>	assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view (ACEEN064)
<b>S6S1208RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage, and assess the different ways these texts represent people, places and issues

## 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>	
S6S1103UA1	explore the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
S6S1106RC2	experiment with composing imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes
S6S1109RC3	assess the strengths and weaknesses of their own compositional style and amend compositions as a result of the process of feedback and reflection
<b>YEAR 12</b>	
S6S1201EP02	compose considered and well-crafted personal responses to texts and critically consider the responses of others
S6S1201UA01	analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024)
S6S1202RC1	independently use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style (ACEEN055)
S6S1203DA3	use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (ACEEN011)
S6S1203UA1	explain the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
S6S1203UA2	investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion
S6S1203RC1	understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions
S6S1203RC2	control language features, text structures and stylistic choices of texts to shape meaning and influence responses
S6S1204UA1	make imaginative use of language features, including punctuation and syntax, for particular effects (ACEEN051)
S6S1205UA1	understand, assess and appreciate how different language features, text structures and stylistic choices can be used to represent different perspectives and attitudes

SYLLABUS CODE	SYLLABUS CONTENT
<b>S6S1206UA4</b>	assess the ways in which texts conform to or challenge generic conventions through their language features, text structures and stylistic choices
<b>S6S1206RC2</b>	compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes
<b>S6S1209RC3</b>	assess the strengths and weaknesses of their own compositional style and improve compositions as a result of the process of reflection

## 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>	
S6S1105RC1	select, interpret and draw conclusions about information and ideas in texts
S6S1105RC3	make connections between information and ideas and synthesise these in a range of critical and creative texts
S6S1105RC4	compose critical and creative texts that explore increasingly complex ideas
S6S1105RC5	compose logical, ordered and cohesive texts that build effective arguments in response to the ideas generated through texts.
S6S1106RC2	experiment with composing imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes
S6S1107DA1	identify and describe the social, moral and ethical positions represented in text
S6S1107UA1	analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts
S6S1107RC2	compose critical and creative texts that reflect particular values and perspectives, including their own
S6S1108UA2	analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029)
S6S1108RC2	analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage, and consider the different ways these texts represent people, places and issues
<b>YEAR 12</b>	
S6S1201UA02	apply and articulate criteria used to evaluate a text or its ideas
S6S1204UA2	use specific language and literary devices, for example rhetoric, to communicate broad ideas for different purposes
S6S1206UA1	compare the forms, features and structures of texts from different contexts to draw conclusions about their effectiveness in communicating ideas
S6S1206UA3	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
S6S1206RC2	compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1207DA1</b>	assess the impact of context on shaping the social, moral and ethical positions represented in texts
<b>S6S1207UA1</b>	analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts
<b>S6S1207RC2</b>	compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own
<b>S6S1208EP1</b>	identify and question cultural assumptions and values in their own texts and in their responses to the texts of others
<b>S6S1208UA1</b>	assess and reflect on the ways values and assumptions are conveyed (ACELR058)
<b>S6S1208UA2</b>	assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view (ACEEN064)
<b>S6ES129UC4</b>	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)
<b>S6ES129RC2</b>	express a clear point of view on the ideas and issues explored in texts supported by appropriate evidence as support
<b>S6ES129RC3</b>	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
<b>YEAR 11</b>	
S6S1101EP1	investigate, appreciate and enjoy a wide range of texts and different ways of responding
S6S1101DA1	identify and describe the contexts of composing and responding, for example personal, social, historical, cultural and workplace contexts, and consider how these contexts impact on meaning
S6S1101DA3	analyse how texts are created in and for a variety of contexts, audiences and purposes (ACEEN001)
S6S1101UA1	analyse the ways language features, text structures and stylistic choices represent perspective and influence audiences (ACEEN024)
S6S1101UA2	explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes
S6S1101RC1	develop creative and informed interpretations of texts supported by close textual analysis (ACELR062)
S6S1102EP2	explore the ways different media and technologies influence the experience of a text, for example how reading pathways in digital texts can offer responders (readers, listeners, viewers, an audience and so on) autonomy
S6S1102UA1	consider how the reliability of texts is shaped and influenced by choices of medium
S6S1102RC1	locate suitable information sources, skimming for general meanings and scanning for specific information, note-taking, summarising, paraphrasing and using graphic organisers to collect and collate information (ACEEA010)
S6S1103EP1	engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning
S6S1103DA1	analyse how language choices are made for different purposes and in different contexts using appropriate metalanguage; for example personification, voice-over, flashback and salience (ACEEN002)
S6S1103DA4	understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity
S6S1103UA1	explore the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
S6S1103UA2	use accurate spelling, punctuation, syntax and metalanguage (ACEEN017)
S6S1103UA3	refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1103UA4</b>	analyse and assess the interplay between imaginative, persuasive and interpretive techniques; for example how anecdotes are used in speeches to amuse, inform or influence, or the use of characterisation in advertising (ACEEN030)
<b>S6S1103RC1</b>	understand and explain how language forms, features and structures are effectively integrated in a range of quality literature and other texts
<b>S6S1104UA3</b>	investigate text structures and language features related to specific genres for different purposes and audiences (ACEEN052)
<b>S6S1105EP1</b>	investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways
<b>S6S1105DA1</b>	understand how the contexts of composers (authors, poets, playwrights, directors, designers and so on) and responders influence their perspectives and ideas
<b>S6S1105UA1</b>	understand and appreciate how different language forms, features and structures can be used to represent different ways of thinking
<b>S6S1105UA2</b>	understand the effect of nominalisation in the writing of critical and creative texts
<b>S6S1105UA3</b>	analyse how vocabulary, idiom and rhetoric are used for different purposes and contexts (ACEEN006)
<b>S6S1105RC4</b>	compose critical and creative texts that explore increasingly complex ideas
<b>S6S1105RC5</b>	compose logical, ordered and cohesive texts that build effective arguments in response to the ideas generated through texts.
<b>S6S1106UA1</b>	explore and analyse the similarities and differences in language forms, features and structures between and among texts
<b>S6S1106UA2</b>	understand the uses and purposes of intertextuality, for example references to or appropriations of other texts
<b>S6S1106UA3</b>	understand how texts conform to or challenge generic conventions through their language forms, features and structures
<b>S6S1107DA1</b>	identify and describe the social, moral and ethical positions represented in text
<b>S6S1107DA2</b>	understand how contexts influence the perspectives represented in texts and how audiences respond to them
<b>S6S1107UA2</b>	analyse the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)
<b>S6S1107RC1</b>	speculate on the possibility of different interpretations of texts when they are considered from different perspectives
<b>S6S1108DA2</b>	understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property
<b>S6S1108UA2</b>	analyse and discuss the ways ideas, voices and opinions are represented (ACEEN029)
<b>S6S1108RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage, and consider the different ways these texts represent people, places and issues
<b>S6S1109EP2</b>	use ICT tools strategically to support learning
<b>S6S1109UA1</b>	use and understand the value of writing as a reflective tool

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>YEAR 12</b>	
<b>S6S1201EP01</b>	Develop deeper textual understanding that enhances enjoyment in composing and responding to a range of complex texts including those by and about Aboriginal and/or Torres Strait Islander people/s
<b>S6S1201DA01</b>	examine the contexts of composing and responding, for example personal, social, cultural, historical and workplace contexts, and assess their effects on meaning in and through particular texts
<b>S6S1201RC1</b>	develop creative, informed and sustained interpretations of texts supported by close textual analysis (ACELR062)
<b>S6S1202UA2</b>	investigate the reliability of texts and how they may be shaped and influenced by choices of medium
<b>S6S1203EP1</b>	engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning
<b>S6S1203DA3</b>	use appropriate and effective form, content, style and tone for different purposes and audiences and assess their effectiveness in real and imagined contexts (ACEEN011)
<b>S6S1203UA1</b>	explain the ways text structures, language features and stylistic choices are used in different types of texts (ACEEN005)
<b>S6S1203UA2</b>	investigate and use specific vocabulary, including evaluative language, to express shades of meaning, feeling and opinion
<b>S6S1203UA3</b>	use accurate spelling, punctuation, syntax and metalanguage (ACEEN017)
<b>S6S1203RC1</b>	understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions
<b>S6S1203RC2</b>	control language features, text structures and stylistic choices of texts to shape meaning and influence responses
<b>S6S1204RC4</b>	sequence writing to produce cohesive and sustained texts
<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>S6S1206EP1</b>	develop an increasing understanding and appreciation of new texts by making connections with familiar texts
<b>S6S1206DA2</b>	investigate the relationships between text and context by undertaking close analysis of texts (ACEEN060)
<b>S6S1206UA2</b>	understand and explain the purposes of intertextuality
<b>S6S1206UA3</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
<b>S6S1207DA2</b>	explain how responses to texts vary over time and in different cultural contexts (ACEEN031)
<b>S6S1208DA2</b>	understand the contemporary application of Aboriginal protocols in the production of texts for the purpose of Indigenous cultural and intellectual property protection
<b>S6S1208RC1</b>	analyse how language and argument can create or reflect bias that may shape cultural perspectives
<b>S6S1209DA2</b>	support the learning of others by objectively assessing their strengths and needs as learners and offering constructive feedback as appropriate
<b>S6S1209UA1</b>	understand and use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others

## 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>	
S6S1101EP1	investigate, appreciate and enjoy a wide range of texts and different ways of responding
S6S1101EP2	compose personal responses to texts and consider the responses of others
S6S1101DA2	recognise the effects of their own contexts on their composing and responding
S6S1101RC1	develop creative and informed interpretations of texts supported by close textual analysis (ACELR062)
S6S1102EP1	appreciate the ways mode, medium and technology affect meaning and influence personal response
S6S1103EP1	engage with increasingly complex texts to understand and appreciate the power of language in shaping meaning
S6S1103DA3	appreciate the use of Standard Australian English for a variety of purposes, audiences and contexts
S6S1104DA1	appreciate and explain how composers (authors, poets, playwrights, directors, designers and so on) may transform and adapt texts for different purposes, contexts and audiences, for example appropriations in popular culture
S6S1105EP2	investigate and reflect on the difference between initial personal response and more studied and complex response (ACELR003)
S6S1105UA4	explore the effects of figurative and rhetorical devices, for example emphasis, emotive language, metaphor and imagery in the construction of argument (ACEEN025)
S6S1105RC1	select, interpret and draw conclusions about information and ideas in texts
S6S1106EP1	develop an understanding of new texts by making connections with texts that are personally familiar
S6S1107EP1	reflect on how their personal values and perspectives are confirmed or challenged through their engagement with a variety of texts including those by and about Aboriginal and/or Torres Strait Islander people/s
S6S1107RC2	compose critical and creative texts that reflect particular values and perspectives, including their own
<b>YEAR 12</b>	
S6S1201EP01	Develop deeper textual understanding that enhances enjoyment in composing and responding to a range of complex texts including those by and about Aboriginal and/or Torres Strait Islander people/s

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1201EP02</b>	compose considered and well-crafted personal responses to texts and critically consider the responses of others
<b>S6S1201RC1</b>	develop creative, informed and sustained interpretations of texts supported by close textual analysis (ACELR062)
<b>S6S1202EP1</b>	appreciate the ways mode, medium and technology shape meaning and influence personal response
<b>S6S1203EP1</b>	engage with complex texts through their language forms, features and structures to understand and appreciate the power of language to shape meaning
<b>S6S1203DA4</b>	appreciate the uses and value of Standard Australian English for a variety of purposes, audiences and contexts
<b>S6S1204DA1</b>	analyse and appreciate how composers (authors, poets, playwrights, directors, designers and so on) create new texts, or transform and adapt texts for different purposes, contexts and audiences
<b>S6S1204RC3</b>	use different ways of transforming experience and ideas into imaginative texts for particular audiences and contexts
<b>S6S1205EP1</b>	investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s, in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways
<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>S6S1207EP1</b>	explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s
<b>S6S1208EP1</b>	identify and question cultural assumptions and values in their own texts and in their responses to the texts of others

## 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>	
<b>S6S1104EP1</b>	transfer knowledge of language and literary devices to engage with unfamiliar textual forms or texts in unfamiliar contexts
<b>S6S1104DA1</b>	appreciate and explain how composers (authors, poets, playwrights, directors, designers and so on) may transform and adapt texts for different purposes, contexts and audiences, for example appropriations in popular culture
<b>S6S1105EP2</b>	investigate and reflect on the difference between initial personal response and more studied and complex response (ACELR003)
<b>S6S1105RC3</b>	make connections between information and ideas and synthesise these in a range of critical and creative texts
<b>S6S1106EP1</b>	develop an understanding of new texts by making connections with texts that are personally familiar
<b>S6S1106DA1</b>	consider the importance of context in explaining the similarities and differences between texts
<b>S6S1106DA2</b>	investigate the ways in which texts are influenced by other texts and by contexts (ACELR019)
<b>S6S1106UA2</b>	understand the uses and purposes of intertextuality, for example references to or appropriations of other texts
<b>S6S1106RC1</b>	describe and explain the connections between texts including the ways in which particular texts are influenced by other texts.
<b>S6S1106RC2</b>	experiment with composing imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes
<b>S6S1107EP2</b>	relate their responses to texts to aspects of human experience
<b>S6S1107UA1</b>	analyse the diverse ways in which creative, informative and persuasive texts can explore human experience, universal themes and social contexts
<b>S6S1109DA2</b>	support the learning of others by objectively assessing their strengths and needs as learners and offering constructive feedback as appropriate

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>YEAR 12</b>	
<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>S6S1206EP1</b>	develop an increasing understanding and appreciation of new texts by making connections with familiar texts
<b>S6S1206DA1</b>	explain similarities and differences between and among texts with reference to their contexts
<b>S6S1206DA2</b>	investigate the relationships between text and context by undertaking close analysis of texts (ACEEN060)
<b>S6S1206UA1</b>	compare the forms, features and structures of texts from different contexts to draw conclusions about their effectiveness in communicating ideas
<b>S6S1206RC2</b>	compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes
<b>S6S1207UA1</b>	analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social 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>	
S6S1101UA3	apply and articulate criteria used to evaluate a text or its ideas
S6S1102DA2	assess the effects of the choice of mode and medium, including digital texts, in shaping the response of audiences in a variety of contexts (ACEEN003)
S6S1104UA2	examine and evaluate the cohesion of syntax and content in familiar and unfamiliar texts
S6S1105RC4	compose critical and creative texts that explore increasingly complex ideas
S6S1105RC6	select and apply appropriate textual evidence to support arguments (ACEEN035)
S6S1106DA3	examine how genres and their conventions have changed and adapted over time (ACEEN046)
S6S1107RC2	compose critical and creative texts that reflect particular values and perspectives, including their own
S6S1108EP1	identify cultural assumptions in their own texts and in their responses to the texts of others
S6S1108DA1	recognise how context influences the cultural assumptions that underpin their own and others' compositions of, and responses to, texts
S6S1108UA1	assess and reflect on the ways values and assumptions are conveyed (ACELR058)
S6S1108RC1	analyse how language and argument can create or reflect bias that may shape cultural perspectives
S6S1108RC3	describe and explain cultural assumptions in texts, including texts by and about Aboriginal and/or Torres Strait Islander people/s, and people with Asian heritage
<b>YEAR 12</b>	
S6S1201EP02	compose considered and well-crafted personal responses to texts and critically consider the responses of others
S6S1201DA02	explain how and why texts influence and position readers and viewers (ACEEN040)
S6S1201UA01	analyse and assess the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024)
S6S1201UA02	apply and articulate criteria used to evaluate a text or its ideas
S6S1202DA1	explain and assess the effects of technological forms and conventions on meaning in personal, social, historical, cultural and workplace contexts



<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1202DA2</b>	analyse and assess how choice of mode and medium shapes the response of audiences (ACEEN003)
<b>S6S1202UA1</b>	justify the use and assess the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEENO26)
<b>S6S1202UA3</b>	analyse and assess the effects of the combination of linguistic, multimedial, interactive and navigational conventions on responses to texts
<b>S6S1202RC2</b>	use and assess different processes and technologies, individually and in groups, to generate, investigate, clarify, organise, refine and present information and ideas
<b>S6S1202RC3</b>	compose and analyse texts in different modes, media and technologies for a variety of purposes
<b>S6S1204RC1</b>	re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes
<b>S6S1205DA1</b>	analyse how the contexts of composers (authors, poets, playwrights, directors, designers and so on) or responders (readers, listeners, viewers, an audience and so on) influence their perspectives and ideas
<b>S6S1205UA2</b>	assess the effects of rhetorical devices, for example emphasis, emotive language and imagery in the construction of argument (ACEEN025)
<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>S6S1206UA1</b>	compare the forms, features and structures of texts from different contexts to draw conclusions about their effectiveness in communicating ideas
<b>S6S1206UA3</b>	analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts
<b>S6S1206UA4</b>	assess the ways in which texts conform to or challenge generic conventions through their language features, text structures and stylistic choices
<b>S6S1205RC3</b>	explain and assess the ways in which particular texts are influenced by other texts and various contexts
<b>S6S1207EP1</b>	explain how their personal values and perspectives are reconsidered through their engagement with a variety of texts, including those by and about Aboriginal and/or Torres Strait Islander people/s
<b>S6S1207DA1</b>	assess the impact of context on shaping the social, moral and ethical positions represented in texts
<b>S6S1207UA1</b>	analyse and assess the diverse ways in which creative and critical texts can represent human experience, universal themes and social contexts
<b>S6S1207UA2</b>	analyse and assess the impact of language and structural choices on shaping own and others' perspectives (ACEEN028)
<b>S6S1207RC1</b>	recognise and evaluate different interpretations of texts that derive from different perspectives
<b>S6S1207RC2</b>	compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own
<b>S6S1207RC3</b>	analyse, explain and evaluate the ways ideas, voices and points of view are represented for particular purposes and effects (ACEEN029)
<b>S6S1208EP1</b>	identify and question cultural assumptions and values in their own texts and in their responses to the texts of others

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>S6S1208DA1</b>	recognise and assess how context influences the explicit and implicit cultural assumptions that underpin their compositions, and their own and others' responses to texts
<b>S6S1208UA1</b>	assess and reflect on the ways values and assumptions are conveyed (ACELR058)
<b>S6S1208UA2</b>	assess different perspectives, attitudes and values represented in texts by analysing the use of voice and point of view (ACEEN064)
<b>S6S1208RC2</b>	analyse literary texts created by and about a diverse range of Australian people, including Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage, and assess the different ways these texts represent people, places and issues
<b>S6S1208RC3</b>	analyse and assess cultural assumptions in texts, including texts by and about Aboriginal and/or Torres Strait Islander people/s and people with Asian heritage

## 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>	
<b>S6S1101EP2</b>	compose personal responses to texts and consider the responses of others
<b>S6S1101RC2</b>	compose texts that integrate different modes and media for a variety of audiences and purposes
<b>S6S1102UA2</b>	experiment with and assess the effects of using multimodal and digital conventions, for example navigation, sound and image (ACEEN026)
<b>S6S1102RC3</b>	use different processes and technologies, individually and in groups, to generate, investigate, clarify, organise, refine and present information and ideas
<b>S6S1102RC4</b>	create a range of texts by drawing on a range of technologies in, for example research, communication and representation of ideas (ACEEN012)
<b>S6S1103DA2</b>	use appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts (ACEEN011)
<b>S6S1103RC2</b>	use stylistic features to craft and communicate points of view (ACELR013)
<b>S6S1103RC3</b>	use language forms, features and structures to shape meaning, influence responses and achieve particular effects
<b>S6S1103RC4</b>	create cohesion in texts by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims
<b>S6S1104DA2</b>	transform and adapt texts for different purposes, contexts and audiences (ACEEN050)
<b>S6S1104UA1</b>	use language features, including punctuation and syntax, for particular effects in new and different contexts
<b>S6S1104RC1</b>	transform and adapt texts by changing context, perspective or point of view
<b>S6S1104RC2</b>	transform personal experience into imaginative texts for particular contexts and audiences
<b>S6S1105RC2</b>	use evaluative language, including emotive language and modality for particular purposes and effects.
<b>S6S1105RC3</b>	make connections between information and ideas and synthesise these in a range of critical and creative texts
<b>S6S1106RC2</b>	experiment with composing imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes

SYLLABUS CODE	SYLLABUS CONTENT
<b>YEAR 12</b>	
<b>S6S1201RC2</b>	compose texts that combine different modes and media for a variety of contexts, audiences and purposes
<b>S6S1202RC3</b>	compose and analyse texts in different modes, media and technologies for a variety of purposes
<b>S6S1203UA4</b>	analyse, assess and experiment with the interplay between imaginative, persuasive and interpretive techniques
<b>S6S1203RC1</b>	understand and appreciate how language features, text structures and stylistic choices are effectively integrated in a range of quality literature and other texts and apply this understanding to their own compositions
<b>S6S1203RC2</b>	control language features, text structures and stylistic choices of texts to shape meaning and influence responses
<b>S6S1204DA2</b>	adapt texts for different purposes, contexts and audiences (ACEEN050)
<b>S6S1204UA1</b>	make imaginative use of language features, including punctuation and syntax, for particular effects (ACEEN051)
<b>S6S1204UA2</b>	use specific language and literary devices, for example rhetoric, to communicate broad ideas for different purposes
<b>S6S1204RC1</b>	re-create texts by changing context, perspective or point of view and assess the effectiveness of these changes
<b>S6S1204RC2</b>	use and manipulate generic forms in a range of modes and media for different audiences and purposes
<b>S6S1204RC3</b>	use different ways of transforming experience and ideas into imaginative texts for particular audiences and contexts
<b>S6S1206RC2</b>	compose imaginative texts that make thematic or stylistic connections with other texts or refer to other texts for particular purposes
<b>S6S1207RC2</b>	compose imaginative, interpretive and critical texts that reflect particular values and perspectives, including their own

## 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>	
<b>S6S1101DA2</b>	recognise the effects of their own contexts on their composing and responding
<b>S6S1102DA1</b>	consider the appropriateness of processes and technologies for particular purposes, audiences and contexts
<b>S6S1102RC2</b>	use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style (ACEEN055)
<b>S6S1102RC3</b>	use different processes and technologies, individually and in groups, to generate, investigate, clarify, organise, refine and present information and ideas
<b>S6S1105EP2</b>	investigate and reflect on the difference between initial personal response and more studied and complex response (ACELR003)
<b>S6S1107EP1</b>	reflect on how their personal values and perspectives are confirmed or challenged through their engagement with a variety of texts including those by and about Aboriginal and/or Torres Strait Islander people/s
<b>S6S1108EP1</b>	identify cultural assumptions in their own texts and in their responses to the texts of others
<b>S6S1108DA1</b>	recognise how context influences the cultural assumptions that underpin their own and others' compositions of, and responses to, texts
<b>S6S1109EP1</b>	monitor and assess the various ways they approach their learning in English
<b>S6S1109DA1</b>	assess their own strengths and needs as learners and apply strategies to ensure their ongoing improvement
<b>S6S1109DA3</b>	choose individual and collaborative processes appropriate for particular learning contexts
<b>S6S1109UA2</b>	select and use appropriate metalanguage and textual forms to assess and reflect on learning
<b>S6S1109RC1</b>	create texts reflecting on their own learning, considering how processes can be adjusted to ensure better learning outcomes
<b>S6S1109RC2</b>	use constructive, critical feedback from others to improve learning, including their own composing and responding
<b>S6S1109RC3</b>	assess the strengths and weaknesses of their own compositional style and amend compositions as a result of the process of feedback and reflection

<b>SYLLABUS CODE</b>	<b>SYLLABUS CONTENT</b>
<b>YEAR 12</b>	
<b>S6S1202RC1</b>	independently use and assess strategies for planning, drafting, editing and revising, correcting for errors, refining ideas and ensuring consistent and appropriate style (ACEEN055)
<b>S6S1204E1P</b>	assess how their knowledge of language features, text structures and stylistic choices helps them to engage with unfamiliar texts or textual forms
<b>S6S1205EP2</b>	appreciate the value of thinking about texts in different ways
<b>S6S1208DA1</b>	recognise and assess how context influences the explicit and implicit cultural assumptions that underpin their compositions, and their own and others' responses to texts
<b>S6S1209EP1</b>	monitor and assess the effectiveness of their various learning strategies in English
<b>S6S1209EP2</b>	recognise that reading, viewing and listening are active and interactive processes in which personal experiences and expectations influence understanding and interpretation
<b>S6S1209DA1</b>	assess their own strengths and needs as learners and apply strategies for ongoing improvement
<b>S6S1209DA3</b>	assess individual and collaborative processes appropriate for particular learning contexts
<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