Course Description

Language: knowing about the English language

Developing students' knowledge of the English language and how it works.

  *Language variation and change*
  Learning that language is constantly evolving due to historical, social and cultural changes.

  *Language for interaction*
  Learning that language used by individuals varies according to social setting and relationships between participants.

  *Text structure and organisation*
  Learning how texts are structured to achieve particular purposes.

  *Expressing and developing ideas*
  Learning how effective authors control and use language.

Literature: understanding, appreciating, responding to, analysing and creating literature

Engaging in the study of literary texts of personal, cultural, social and aesthetic value.

  *Literature and context*
  Learning how ideas and viewpoints about events, issues and characters expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts.

  *Responding to literature*
  Learning to identify personal ideas, experiences and opinions about literary texts and discuss them with others.

  *Examining literature*
  Learning how to explain and analyse stories, characters, settings and experiences and to discuss their appeal.

  *Creating literature*
  Learning how to use personal knowledge and literary texts as starting points to create imaginative writing.

Literacy: expanding the repertoire of English usage.

Developing students' ability to interpret and create texts and to present knowledge and opinion.

  *Texts in context*
  Learning that texts from different cultures or historical periods may differently narrate, inform and persuade.
**Interacting with others**
Learning how to promote a point of view by designing, rehearsing and delivering spoken and written presentations.

**Interpreting, analysing, evaluating**
Learning to comprehend what they read and view, developing processes for interpreting, analysing and critiquing ideas.

**Creating texts**
Applying their knowledge to create a range of spoken, written and multimodal texts to entertain, inform and persuade.

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**Assessment Outline**

<table>
<thead>
<tr>
<th>Task</th>
<th>Outcomes</th>
<th>Max Score</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td></td>
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<tr>
<td>1 Informal oral assessment</td>
<td>Participation in small and whole group discussions and activities.</td>
<td>Speaking and Listening</td>
<td>100</td>
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<tr>
<td>2 Formal oral presentation</td>
<td>Performance poetry presentation.</td>
<td>Speaking and Listening</td>
<td>100</td>
</tr>
<tr>
<td>3 Responding and Producing (RAP) Journal</td>
<td><em>Grammar Matters, Reading with Confidence, BASS (Becoming a Super Speller) and Writing Right programs developing skills in producing texts and responding to texts.</em></td>
<td>Writing, Reading and Viewing</td>
<td>100</td>
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<tr>
<td>4 Written Production: Creating Common Assessment Task</td>
<td><em>Writing, Reading and Viewing</em></td>
<td>100</td>
<td>6%</td>
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<tr>
<td>a. Persuasive writing under NAPLAN conditions.</td>
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<tr>
<td>b. Narrative writing under NAPLAN conditions.</td>
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<tr>
<td>5 Written Production: Responding Short story and novel study.</td>
<td>Writing, Reading and Viewing</td>
<td>100</td>
<td>12.5%</td>
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<tr>
<td>6 Examination</td>
<td>Common Assessment Task</td>
<td>Reading and Viewing, Writing</td>
<td>100</td>
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<tr>
<td>One hour exam completed in class.</td>
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<tr>
<td>Semester 2</td>
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<tr>
<td>1 Informal oral assessment</td>
<td>Participation in small and whole group discussions and activities.</td>
<td>Speaking and Listening</td>
<td>100</td>
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<tr>
<td>2 Formal oral presentation</td>
<td>Prepared presentation.</td>
<td>Speaking and Listening</td>
<td>100</td>
</tr>
<tr>
<td>3 Responding and Producing (RAP) Journal</td>
<td><em>Grammar Matters, Reading with Confidence, BASS (Becoming a Super Speller) and Writing Right programs developing skills in producing texts and responding to texts.</em></td>
<td>Reading and Viewing, Writing</td>
<td>100</td>
</tr>
<tr>
<td>Task</td>
<td>Outcomes</td>
<td>Max Score</td>
<td>Weighting</td>
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<tr>
<td>4 Written Production: Creating</td>
<td>Writing, Reading and Viewing</td>
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<td>12.75%</td>
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<tr>
<td>Autobiographical writing</td>
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<tr>
<td>Responding to autobiographical texts</td>
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<tr>
<td>Autobiographical writing</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Written Production: Responding</td>
<td>Reading and Viewing, Writing</td>
<td>100</td>
<td>12.75%</td>
</tr>
<tr>
<td>Note-making and Introduction to Research Journal</td>
<td>10%</td>
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<tr>
<td>Note-making activities</td>
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<tr>
<td>Research Journal</td>
<td>10%</td>
<td></td>
<td></td>
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<tr>
<td>Product of research</td>
<td>5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Examination</td>
<td>Writing, Reading and Viewing</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Common Assessment Task</td>
<td>One hour exam completed in class.</td>
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<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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<td>100%</td>
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</table>

English teachers present and integrate many of the above tasks in individual ways using different texts and activities appropriate to their class. For more details about assessments and deadlines please contact your child’s teacher.

The above weightings are intended to show the importance of each task. The allocation of a grade at the end of a semester is determined based on grade related descriptors issued by School Curriculum and Standards Authority.

This assessment outline maybe subject to change, any changes will be communicated to students.