

General senior subject

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Recommendations for Success

It is recommended that a student has achieved a B or above in Year 10 English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts	Texts and culture	Textual connections	Close study of literary texts
<ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	<ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	<ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	<ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

BrisbaneSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response — written response for a public audience 25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination — imaginative written response 25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response. Student gestures and facial expression must be visible. 25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written response 25%

Texts

BrisbaneSDE Senior English texts are selected from a QCAA approved text list. Students have opportunities to engage with a **diverse range** of texts to help them develop a sense of themselves, their world and their place in it.

The following texts and films will be studied during the two-year course. **Parents and guardians should review these texts before the student selects this subject.**

To Kill a Mockingbird — Harper Lee

Lion (film)

Othello — William Shakespeare

The Great Gatsby — F. Scott Fitzgerald

The Castle (film)

Macbeth — William Shakespeare

Various media texts

Various poems from the QCAA prescribed list

Please note: *To Kill a Mockingbird* will be required in Week 1 of Year 11. **Please ensure that students have a copy of this book ready for the start of the school year.**