

## Applied senior subject

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

## Pathways

A course of study in Essential 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
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

## Recommendations for Success

It is recommended that a student has satisfactorily completed Year 10 Literacy or Year 10 English.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works	Texts and human experiences	Language that influences	Representation and popular culture texts
<ul style="list-style-type: none"> <li>Responding to a variety of texts used in and developed for a work context</li> <li>Creating multi-modal and written texts</li> </ul>	<ul style="list-style-type: none"> <li>Responding to reflective and non-fiction texts that explore human experiences</li> <li>Creating <b>spoken and written texts</b></li> </ul>	<ul style="list-style-type: none"> <li>Creating and shaping perspectives on community, local and global issues in texts</li> <li>Responding to texts that seek to influence audiences</li> </ul>	<ul style="list-style-type: none"> <li>Responding to popular culture texts</li> <li>Creating representations of Australian identities, places, events and concepts</li> </ul>

## Assessment

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Extended response — spoken/signed response. Student gestures and facial expression must be visible.</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>Extended response — Written response</li> </ul>

## Texts

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 will be studied during the two-year course:

*Hidden Figures* (film)

Various media and documentary texts

Parents and guardians should review these texts before the student selects this subject.