

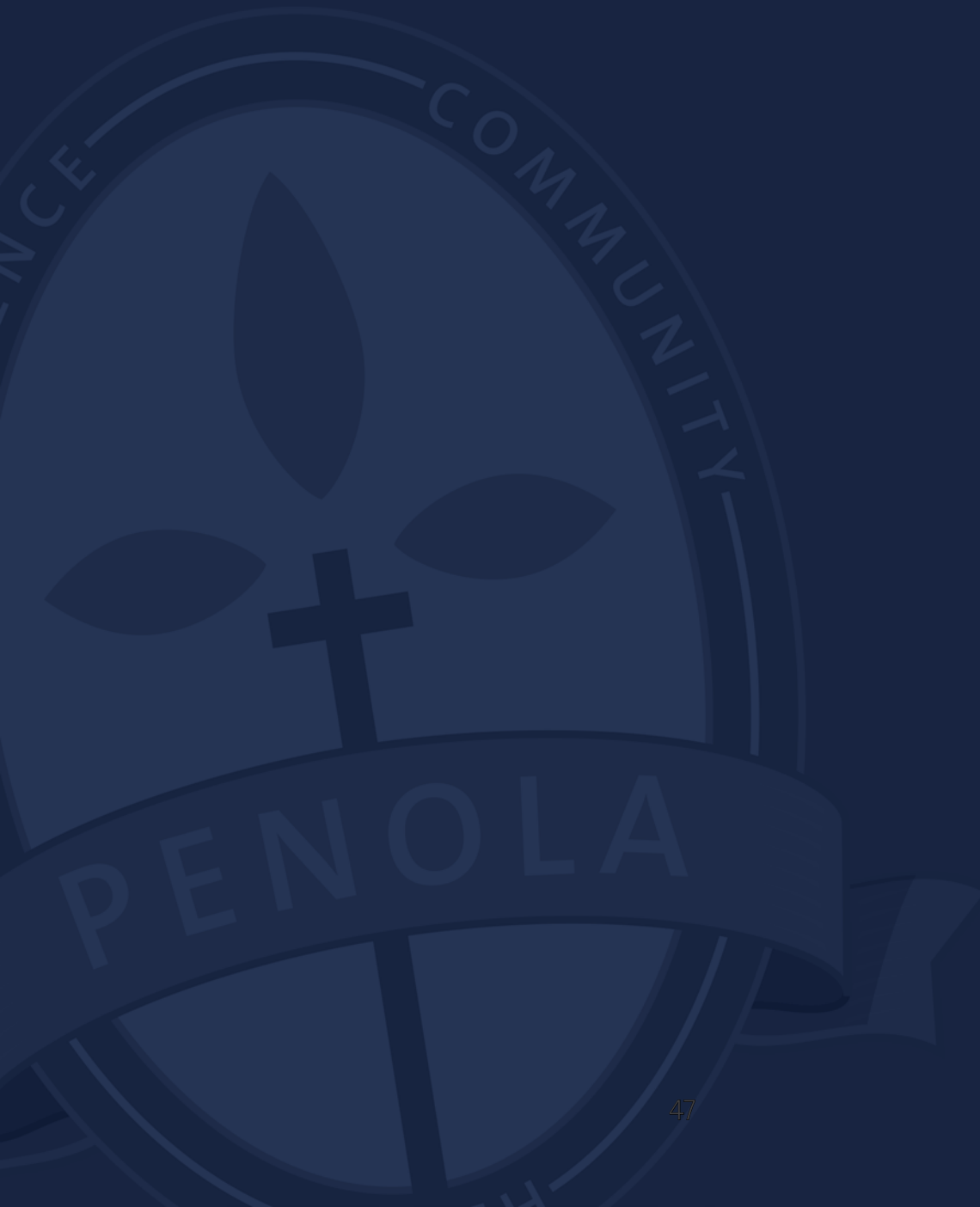
English

English

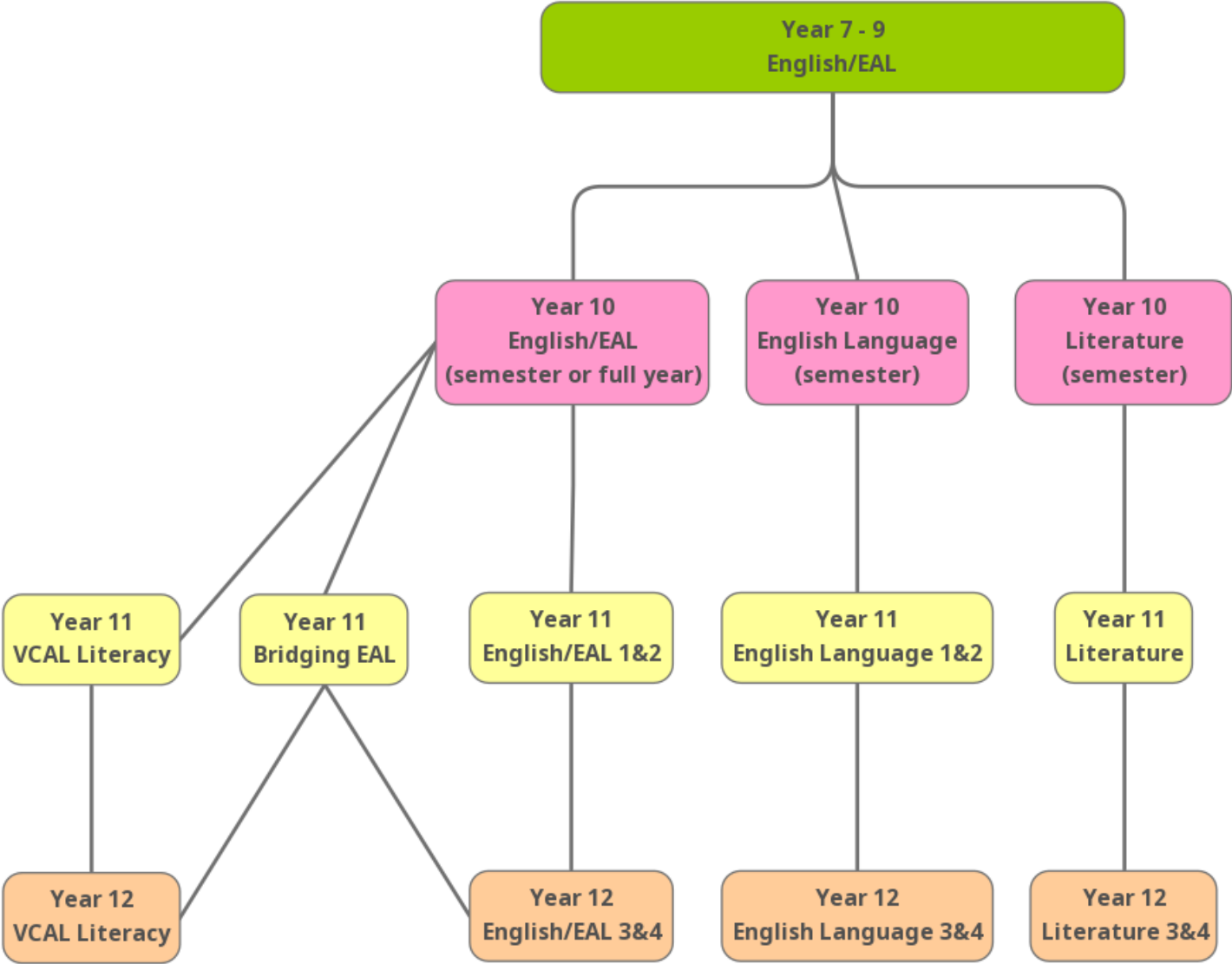
English as an Additional Language (EAL)

English Language

Literature



English Pathways



English

Year 7 - 8

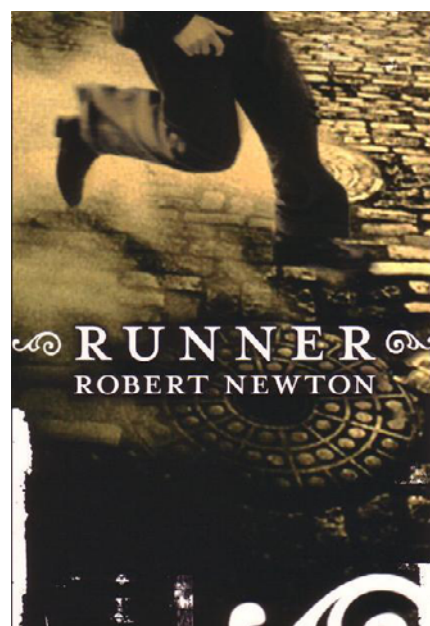
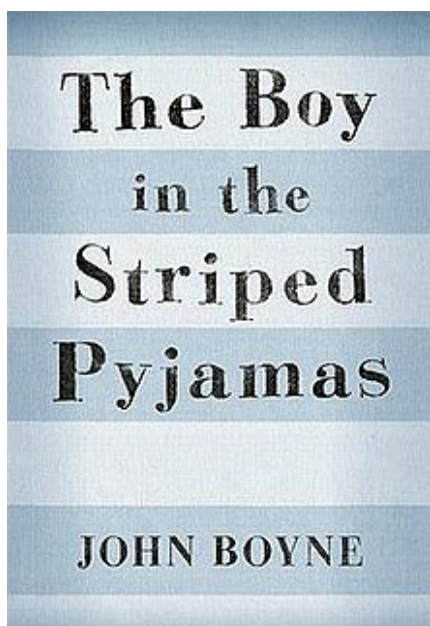
In Years 7 and 8, students learn to engage with a variety of texts that are designed to inform and persuade. They learn to read, view, evaluate and perform a range of spoken, written and multimodal texts. These texts include various types of media texts, early adolescent novels, poetry, films, non-fiction texts and dramatic performances. A major focus in Years 7 and 8 is on the development of fundamental literacy skills that will be built on as students progress through the English curriculum in their secondary education. At Penola Catholic College, we aim to develop students' reading skills to make them effective and life-long lovers of reading. Students in both Years 7 and 8 participate in the Renaissance wider reading program, which monitors their development and encourages reading beyond the classroom.

Year 7 - English

- Myths and Legends
- Persuasive Writing
- 'The Boy In The Striped Pyjamas' (novel study)
- 'Holes' (EAL only)

Year 8 - English

- Poetry
- Persuasive Writing
- 'Runner' (novel study)
- 'Paper Planes' (film study)
- 'The Happiest Refugee' (EAL only)



English

Year 9

In Year 9, students consolidate and develop their knowledge and usage of English skills taught in the junior years. Studying texts including early adolescent novels, film texts, media issues and a variety of textual genres, students are engaged in a process of learning to comprehend, compare and respond to texts in increasingly complex ways.

Year 9 - English

- 'Loyal Creatures' (novel study)
- 'Lion' (novel study – EAL only)
- 'Is Australia Fair?' (PBL unit)
- 'The Hunger Games' (comparative study)
- Analysing Argument



English/EAL

Year 10

The Year 10 English program is designed to equip students with the skills and knowledge they require in order to be prepared for their senior English pathways. The subjects offered prepare students for all streams of English offered in the VCE and VCAL programs. All students are required to undertake English for the entire year. A mainstream course of study will be available all year for students who wish to continue the English pathway begun in Years 7-9. In addition, students have the opportunity to complete a semester of Year 10 Literature and/or Year 10 English Language. These elective units are designed to give students a taste of the additional VCE English options available to them in Years 11 and 12, and to provide additional choice for students who enjoy and excel in English.

Mainstream English - all students Semester 1

The mainstream English course will be available in two semester units. One unit will be compulsory for all Year 10 students, ensuring that they develop the skills required for VCE English/EAL that is undertaken by the majority of VCE students. A second semester unit will be available for those who choose to continue mainstream English in Semester Two. Different texts will be studied in each unit to cater for students who continue in this course for the duration of the year.

Year 10

Mainstream - Compulsory Semester 1

- 'The Story of Tom Brennan' (novel study)
- Analysing and Presenting Argument

Mainstream - Elective Semester 2

- 'Romeo and Juliet'
- War poetry

EAL English - EAL students Semester 1 and 2

The EAL English course is compulsory for all Year 10 EAL students for the entire year, ensuring that they develop the skills required for VCE English/EAL. Students study a variety of topics and skills throughout the year as outlined below.

Year 10 EAL

- 'The Barrio Kings' (novel study)
- Analysing and Presenting Argument
- 'Romeo and Juliet'
- War poetry

English Language - Semester 2 elective

English Language is the study of language and is aimed at finding out what language is like and why. The English language is a rich and textured system, with its own sounds, its own grammar, and its own identity and style. Year 10 English Language will provide students with an introduction to the vocabulary used to analyse language in a linguistic way (metalanguage) and explore aspects such as history, grammar and language use within society. The opportunity to take part in English Language will assist students in making their decision about their English 'stream' in Years 11 and 12.

Literature - Semester 2 elective

Year 10 Literature will provide students with a deeper understanding of the literary skills required when studying texts, poems, plays and film. Through the study of various literary genres, students will be exposed to more specific teaching of theme and character analysis, authorial views and values, historical context and critical analysis skills. Students will be challenged to question literary texts and discuss various elements with their peers and teacher. The opportunity to take part in Literature will assist students in making their decision about their English 'stream' in Years 11 and 12.

Texts studied:

- 'Minimum of Two' (short stories)
- 'Of Mice and Men' (novella/film)

VCE English

The study of English or EAL is designed to facilitate an understanding and appreciation of social views and values through the study of the English language. This enables students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations, ranging from personal and informal to more public occasions, and to develop a level of competence adequate for the demands of post-school education, further education, and participation in a democratic society. Students will read and respond to texts analytically and creatively. They will analyse arguments and the use of persuasive language in texts, and create their own texts intended to position audiences. They develop their skills in creating written, spoken and multimodal texts, and well as justifying the language choices made in constructing these texts.

Reading and creating texts - Units 1 and 3

In this area of study students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structure, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. They respond to literary texts through the production of both analytical and creative extended responses.

Reading and comparing texts - Units 2 and 4

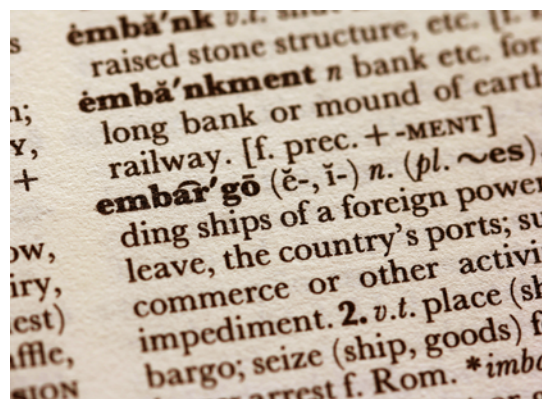
In this area of study, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts, including structures, conventions and language, convey issues, ideas and themes that reflect and explore the world and human experiences, including historical and social contexts. Students practise their listening and speaking skills through discussion, developing their ideas and thinking in relation to the texts studied.

Analysing and presenting argument - Units 1-4

In this area of study, students focus on the analysis and construction of texts that attempt to influence an audience. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students display their ability to both analyse the argument of others, as well as create their own argumentative texts. They respond in both written and oral modes across the four VCE units.

Listening to texts (EAL only) – Unit 3

In this area of study, students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Listening skills are developed in the context of Areas of Study 1 and 2, and specific speaking and listening activities.



VCE English Language

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

Unit 1 - Language and communication

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Areas of Study include:

- The nature and functions of language
- Language acquisition

Unit 2 - Language change

In this unit, students focus on language change. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected. Attitudes to language change vary considerably and these are also considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

Areas of Study include:

- English across time
- Englishes in contact

Unit 3 - Language variation and social purpose

In this unit students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes. They learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

Areas of Study include:

- Informal language
- Formal language

Unit 4 - Language variation and identity

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

Areas of Study include:

- Language variation in Australian society
- Individual and group identities



VCE Literature

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. Students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

Unit 1 - Approaches to literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Areas of Study include:

- Reading practices
- Ideas and concerns in texts

Unit 2 - Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Areas of Study include:

- The text, the reader and their concerns
- Exploring connections between texts



Unit 3 - Form and transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

Areas of Study include:

- Adaptations and transformations
- Creative responses to texts

Unit 4 - Interpreting texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

Areas of Study include:

- Literary perspectives
- Close analysis



VCE Bridging EAL

Year 11

Bridging English as an Additional Language (BEAL) is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes, including further education and the workplace. Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic, using a range of registers of spoken and written English. This contributes to students being able to participate effectively in Australian life.

Selection: This program is taken in addition to the mainstream English curriculum. Students would either need to be selected or apply to be able to enrol in this subject. The course may be suited to students with interrupted education, those with limited exposure to an English language learning environment, and students from non-English speaking backgrounds who are identified as benefiting from a program which is designed to support the building of academic English knowledge and skills. There is no presumption that students undertaking this study will be eligible for EAL at Units 3 and 4.

Units 1 and 2

In this unit, students build their understanding of how spoken and written English is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts at increasing levels of complexity.

On completion of this unit, the student should be able to explain how a variety of media texts position audiences, and produce texts which attempt to position audiences. Further, students should be able to understand and respond to literary texts, and create their own literary texts in response to, or in the style of, a text studied.

Areas of Study include:

- English for everyday and academic purposes
- English for self-expression

