

# English (Stage 1)

Subject Outline

# Subject outline changes

Below are the current changes to the subject outline. Teachers are encouraged to explore the changes in detail and make relevant adjustments to their teaching, learning, and assessment programs.

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| --- | --- | --- |
| From 2024 | To 2025 onwards | page |
| Stage 1 | | |
| *Evidence of Learning*  For a 10-credit subject, four assessments with at least one assessment from each assessment type.  For a 20-credit subject, eight assessments with at least two assessments from each assessment type. | *Evidence of Learning*  For a 10-credit subject, **three or four** assessments with at least one assessment from each assessment type.  For a 20-credit subject, **six or seven** assessments with at least one assessment from each assessment type. | [6](#page6) |

# Subject description

English is a 10-credit subject or a 20-credit subject at Stage 1.

In English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students’ own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

# Capabilities

The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities.

Literacy

Literacy is critical in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In English students apply, extend, and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument. Students compare texts and consider how they are created for specific purposes, audiences, and contexts.

Numeracy

Students develop their numeracy capability in English as they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences, and problem-solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in non-fiction texts, or consider timing and sequence when developing photo stories. They draw conclusions from statistical information, interpret and use quantitative data as evidence in persuasive texts, and evaluate the use of statistics in media and other reports.

Information and communication technology (ICT) capability

There is a particular focus in English on ICT through the use and analysis of digital texts and the creation of multimodal texts. For example, students explore the effects of sound and image as they consider how ideas are communicated in digital texts. They use digital technologies when they access, manage, use, and critically analyse information and when they create their own texts, including those texts in digital form. They develop skills in reading, viewing, and responding to multimodal texts, and analysing the effects of the use of different mediums on meaning and interpretation.

Critical and creative thinking

Critical and creative thinking is integral to the creation and study of texts in English. Students analyse and evaluate ideas and perspectives presented in texts. In thinking about and creating their own texts, they recognise and develop arguments, use evidence, and draw reasoned conclusions. Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts, and audiences. Students use critical thinking when they apply their knowledge of language to analyse the purpose, context, and audience of a range of texts; structural and language features; and underlying and unstated assumptions. They investigate ways in which language is used to position individuals and social, cultural, and interest groups. Creative thinking enables students to apply imaginative and inventive strategies in the creation of their own original works.

Personal and social capability

Students develop their sense of self, and understand their role and place in communities, through the development of their language skills. They develop their personal and social capability in this subject by extending their communication skills, teamwork, and understanding of verbal and non-verbal modes of interaction.

Students develop their personal and social capability in English by enhancing their communication skills, teamwork, and capacity to empathise with and appreciate the perspectives of others. Close study of texts assists students to understand different personal and social experiences, perspectives, and challenges. Students identify and express their own opinions, ideas, and responses by interacting with a range of texts. English actively assists students in the development of communication skills needed for analysis, research, and the expression of viewpoints and arguments. Students work collaboratively and independently as part of their learning.

Ethical understanding

Ethical understanding is explored in English through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, and consider reasons for actions and the implications of decisions. They explore and question ideas, information, and perspectives in texts, examining how they are presented, their impact on audiences, and how they are reflected in students’ own responses. Through the study of English, students come to appreciate and develop greater empathy for the rights and opinions of others. They develop increasingly advanced communication, research, and presentation skills to express viewpoints. Students develop an understanding of the importance of acknowledging the ideas and views of others through appropriate referencing.

Intercultural understanding

Intercultural understanding in English encourages students to make connections between their own experiences and the experiences of others. Through the study of contemporary texts, texts from the past, and texts from diverse cultures, students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity, and values in the Australian and other contexts, and are able to appreciate and empathise with the cultural beliefs, attitudes, and values of others. They study how cultural concepts, beliefs, practices, and perspectives are represented in a range of textual forms and for a variety of purposes and audiences.

# Aboriginal and Torres Strait Islander knowledge, cultures, and perspectives

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

* providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
* recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
* drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
* promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

# SACE literacy requirement

Students who complete 20 credits of Stage 1 English with a C grade or better, or any Stage 2 English subject with a C– grade or better, will meet the literacy requirement of the SACE. Credits gained from any of the subjects can be combined with credits gained from other subjects in the English Learning Area.

# Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 English.

In this subject, students are expected to:

1. analyse relationships between purpose, audience, and context, and how these influence texts and their meaning
2. identify ways in which ideas and perspectives are represented in texts
3. analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
4. create oral, written, and/or multimodal texts for particular purposes, audiences, and contexts
5. identify and analyse intertextual connections
6. apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

# Content

Stage 1 English is a 10-credit subject or a 20-credit subject.

The content includes:

* responding to texts
* creating texts
* intertextual study.

A suggested text list is available on the subject minisite.

Responding to texts

Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. In doing so, students come to understand connections between purpose, audience, and context, and how these are achieved through language and stylistic choices. Students demonstrate their understanding of these links by producing, for example, an analytical essay, article, blog, website, documentary, or special features film (behind the scenes about the making of a film), or an oral reflection on language and stylistic features chosen to create a text.

Students consider the impact and influence of language features (e.g. sentence structure, punctuation, figurative language) and stylistic features (e.g. tone, imagery, layout, nominalisation, analogies, juxtaposition).

Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others’ ideas and perspectives. This analysis may include, for example:

* looking at ways in which events are reported differently in the media by evaluating how ideas, attitudes, and voices are represented to position the readers
* examining the effectiveness of ways in which anecdotes are used in speeches to entertain, inform, or influence
* investigating the use of characterisation in advertising.

Students analyse ways in which language and stylistic features shape perspectives and influence readers in a variety of modes. This may include:

* evaluating the effects of rhetorical devices, such as constructing arguments with emphasis, emotive language, and imagery
* analysing the effects of using multimodal conventions in navigation, sound, lighting, and image
* investigating ways in which mood and attitude are created through the use of humour in satire and parody
* examining how different registers and language choices in English are applied for different purposes in different cultures or communities.

Creating texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, audiences, and contexts, in written, oral, and/or multimodal forms. The text type and mode chosen for creating a text should be appropriate for the intended purpose, context, and audience, either real or implied.

For example, students might create:

* an advocacy website
* a written narrative
* an article for a youth magazine
* an advertisement that targets adolescents
* an interactive children’s story
* a visual essay on a topic of interest
* a digital slide display to inform a target group about a community issue.

Students create original oral texts or base their oral response on an existing text(s). Examples include a monologue as a character from a text, or a presentation of poetry, or a scene from a play. Students are supported in presenting their oral texts through speaking to an audience such as the whole class or a small group, or in a one-on-one conversation. Oral responses are delivered to an audience or recorded in an appropriate digital form. Contexts may be real or implied. The use of digital technology and multimedia in oral presentations is encouraged.

Students may create texts following the reading, listening, or viewing of another text. For example, students may develop a theme or style of a text to create an entirely new text with its own distinctive features. Students experiment with text conventions, language features, and multimodal techniques observed in text analysis to develop and sustain voice, tone, and style in their own text.

Students are expected to use accurate spelling, punctuation, syntax, and conventions. This is achieved, in part, through considered planning, drafting, editing, and proofreading.

Hearing-impaired and/or speech-impaired students may demonstrate their learning using alternative means of communication, such as signing or the use of appropriate technology, for the oral modes.

Intertextual study

Students reflect on their understanding of intertextuality by:

* analysing the relationships between texts, or
* demonstrating how their knowledge of other texts has influenced the creation of their own texts.

When analysing or creating texts to show their understanding of intertextuality, students may also consider:

* intertextual references within texts (texts that make explicit or implied references to other texts)
* ways in which they, as readers, make intertextual connections based on their previous experiences of texts or their own experiences and beliefs.

Potential areas of study could include:

* two or more texts by the same author
* two or more examples of the text type (e.g. two film trailers or three editorials)
* a text type and a mode of communication covering the same topic
* different text types about a similar idea, designed to meet the needs of a particular audience
* a text that is based on or makes reference to other texts
* hybrid texts, such as infotainment or product placement in film.

# Evidence of learning

Assessment at Stage 1 is school based.

The following assessment types enable students to demonstrate their learning in Stage 1 English:

* Assessment Type 1: Responding to Texts
* Assessment Type 2: Creating Texts
* Assessment Type 3: Intertextual Study

For a 10-credit subject, students should provide evidence of their learning through three or four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through six or seven assessments, with at least one assessment from each assessment type. At least two assessments should be oral or multimodal presentations, and at least two should be in written form. Each assessment type should have a weighting of at least 20%.

# Assessment design criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

* clarify for the student what they need to learn
* design opportunities for the student to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* knowledge and understanding
* analysis
* application.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

## Knowledge and Understanding

The specific features are as follows:

KU1 Knowledge and understanding of ideas and perspectives explored in texts.

KU2 Knowledge and understanding of language features, stylistic features, and conventions to make meaning.

KU3 Knowledge and understanding of ways in which texts are created for a range of purposes and audiences.

## Analysis

The specific features are as follows:

An1 Analysis of the relationship between purpose, audience, and context, and how they shape meaning.

An2 Analysis of how language features, stylistic features, and conventions are interpreted by readers.

An3 Analysis of intertextual connections.

## Application

The specific features are as follows:

Ap1 Precision, fluency, and coherence of writing and speaking.

Ap2 Use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.

Ap3 Use of evidence from texts to support conclusions, with textual references incorporated in responses.

# School assessment

The school assessment component for Stage 1 English consists of 3 assessment types:

* Assessment Type 1: Responding to Texts
* Assessment Type 2: Creating Texts
* Assessment Type 3: Intertextual Study.

## Assessment Type 1: Responding to Texts

For a 10-credit subject, students complete at least one response to text. For a 20-credit subject, students complete at least one response to texts.

The responses may be written, oral, and/or multimodal. The texts may be functional, informational, analytical, imaginative, interpretive, and/or persuasive in purpose.

A written response should be a maximum of 800 words; an oral response should be a maximum of 5 minutes; a response in multimodal form should be of equivalent length.

In responding to texts, students consider ways in which the authors, readers, and viewers of texts use language and stylistic features to make meaning and influence opinions.

Students also develop an understanding of ways in which texts are composed for a range of purposes and audiences.

In responding to texts, students develop skills in supporting conclusions with direct reference to evidence taken from their reading, viewing, or listening to the text(s).

Responses to texts could include, but are not limited to:

* an oral presentation with visual images
* an analytical essay examining how a film-maker communicates a sense of place
* a commentary on a collection of poems
* a discussion of different interpretations or critical perspectives of a text
* a website explaining the meaning of a novel in its historical context
* a role play (e.g. an interview with a director)
* an online blog
* a short film.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

* knowledge and understanding
* analysis
* application.

## Assessment Type 2: Creating Texts

Students create written, oral, and/or multimodal texts.

For a 10-credit subject, students create at least one text. For a 20-credit subject, students create at least one text.

In creating texts, students aim to achieve a level of precision, fluency, and coherence appropriate for audience and context.

A written text should be a maximum of 800 words; an oral should be a maximum of    
5 minutes; a text in multimodal form should be of equivalent length.

The texts created could include, but are not limited to:

* a persuasive piece (e.g. an advocacy website, essay, or blog comment(s))
* a written narrative or imaginative short story
* a digital slide presentation on a topic of interest
* a multimedia display to inform a target group about a community issue
* a feature article for a magazine
* a news item for a news service, either printed, on television, on the radio, or online
* a narrative with a writer’s statement
* a text based on themes or characters from another text
* a poem
* a play script
* an infographic
* a short film
* a speech
* a recount, or a chapter of an autobiography or a biography.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* knowledge and understanding
* application.

## Assessment Type 3: Intertextual Study

For a 10-credit subject, students produce at least one intertextual study. For a 20-credit subject, students produce at least one intertextual study.

Students may either produce responses to texts or create texts to demonstrate their understanding of intertextuality.

Responses to texts could include, but are not limited to:

* an investigation of language features in more than one text (e.g. articles, speeches, blogs, websites, infotainment, hypertext, poetry, novels, reality TV, graphic texts)
* a study of two texts with common ideas, perspectives, and/or voices that provide different points of view
* an analysis of a text that has been adapted from one mode to another (e.g. such as comparing a film version of a text with the original novel).

A created text must be based on a published text and include a writer’s statement. In the writer’s statement students explain how their created text has been influenced by the published text.

Students may negotiate the choice of texts for analysis or the type of text for the text creation and writer’s statement.

Responses to texts or created texts may be written, oral, and/or multimodal. A written response or created text should be a maximum of 1000 words (including the writer’s statement); an oral response or created text should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

* knowledge and understanding
* analysis
* application.

# Performance standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well students have demonstrated their learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting of each assessment type
* assigning a subject grade between A and E.

Performance standards for Stage 1 English

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| --- | --- | --- | --- |
| - | Knowledge and Understanding | Analysis | Application |
| A | Detailed knowledge and understanding of ideas and perspectives explored in a diverse range of texts.  Extensive knowledge and understanding of the variety of language features, stylistic features, and conventions authors use to make meaning.  Comprehensive knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Perceptive evaluation of the complex relationship between purpose, audience, and context and how they shape meaning.  Insightful analysis of how language features, stylistic features, and conventions combine to influence readers in various text types.  Analysis of complex intertextual connections between different texts. | Fluent and precise writing and speaking.  Sophisticated use of appropriate language features, stylistic features, and conventions for a range of audiences and purposes.  Detailed and appropriate use of evidence from texts to support conclusions, with textual references integrated into responses. |
| B | Knowledge and understanding of ideas and perspectives explored in a range of texts.  Knowledge and understanding of a range of language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for a range of purposes and audiences. | Effective analysis of the relationship between purpose, audience, and context and how they shape meaning.  Analysis of how language features, stylistic features, and conventions influence readers in various text types.  Analysis of intertextual connections between different texts. | Mostly fluent and precise writing and speaking.  Use of accurate language features, stylistic features, and conventions for a range of audiences and purposes.  Accurate use of evidence from texts to support conclusions, with textual references incorporated fluently in responses. |
| C | Knowledge and understanding of ideas and some perspectives explored in a range of texts.  Knowledge and understanding of some language features, stylistic features, and conventions authors use to make meaning.  Knowledge and understanding of ways in which texts are created for familiar purposes and audiences. | Description, with some analysis of purpose, audience, and context and how they shape meaning.  Description, with some analysis, of how language features, stylistic features, and conventions influence readers in some text types.  Description, with some analysis of intertextual connections between different texts. | Generally fluent and accurate writing and speaking.  Use of language features, stylistic features, and conventions appropriate for familiar audiences and purposes.  Use of evidence from texts to support conclusions, with some textual references incorporated in responses. |
| D | Reference to simple ideas explored in texts.  Knowledge and understanding of a narrow range of language features and conventions authors use to make meaning.  Knowledge and understanding of a restricted range of ways in which texts are created for limited purposes and audiences. | Identification of the purpose, audience, and context of texts.  Reference to some ways in which conventions and language features influence readers in some text types.  Recognition of similarities and or differences between texts. | Some control and fluency of expression.  Use of some language features and conventions appropriate for audience and purpose.  Limited use of evidence from texts to support conclusions, with limited textual references to support responses. |
| E | Identification of an idea in a text.  Recognition of a restricted range of language features used by authors.  Acknowledgment of one or more ways in which texts are created for a purpose or an audience. | Reference to the purpose and audience of a text.  Recognition of a way in which language features influence readers in a text type.  Recognition of a connection between texts. | Emerging development of control of expression.  Emerging use of some language features appropriate for audience and/or purpose.  Restricted use of evidence from a text to support conclusions. |