

## ENGLISH – MANDATORY

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By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different contexts. They conform to or challenge an audience's preconceptions and expectations about content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing. Students reflect on their composing process and how it has affected the final version of their text.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. They infer and interpret, and investigate the similarities and differences between and among texts. Through close and wide engagement with texts students extend their imaginations and engage with images of their real and imagined worlds. They respond imaginatively and critically to verbal and visual imagery and iconography, considering how these and other features reflect the cultural context of the text. By critically evaluating texts, students identify strengths and weaknesses and are able to articulate coherent responses. From their responses to individual texts they generalise about views of the world and strategies that are used to communicate and sustain such views.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts.

### Content and Text Requirements For Stage 5

In Stage 5	
Fiction	At least two works
Poetry	A variety drawn from different anthologies and / or study of one or two works
Film, or film on video , DVD or YouTube	at least two works
Non Fiction	At least two works
Drama	At least two works

In each year students must study examples of:

- Spoken texts
- Print texts
- Visual texts
- Media and multimedia which should, include texts drawn from radio, television, newspaper, the internet and CD-ROMs

The syllabus provides that students **must** study examples of spoken, print and visual texts with the further requirement that the selection of texts **must** give students experience of:

- a widely-defined Australian literature and other Australian texts, including those which give insight into Aboriginal experiences and multicultural experiences in Australia
- literature from other countries and times
- cultural heritages, popular cultures and youth cultures
- picture books
- Shakespearean drama in Stage 5
- everyday and workplace texts
- a range of social, gender and cultural perspectives.