

Rationale

The 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. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes

Course structure

English is a General senior syllabus. It contains four QCAA-developed units from which schools develop their course of study. Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

Delivery (mode, time requirements, lessons)

Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to scheduled lessons each week. Lessons and course materials are delivered via our QLearn learning management system.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none">Responding to textsCreating texts	Texts and human experiences <ul style="list-style-type: none">Responding to textsCreating texts	Language that influences <ul style="list-style-type: none">Creating and shaping perspectives on community, local and global issues in textsResponding to texts that seek to influence audiences	Representations and popular culture texts <ul style="list-style-type: none">Responding to popular culture textsCreating representations of Australian identities, places, events and concepts

Assessment

In Units 1 and 2 students complete *four* summative assessments. The combined result of the two assessments in each unit is used to produce a Satisfactory (S) or Unsatisfactory (U) result for the Unit. Students will also receive an overall subject report (A–E) for each Unit.

Unit 1		Unit 2	
Formative internal assessment 1 (FIA1): <ul style="list-style-type: none">Extended response – spoken persuasive	50%	Formative internal assessment 3 (FIA3): <ul style="list-style-type: none">Extended response - spoken multimodal	50%
Formative internal assessment 2 (FIA2): <ul style="list-style-type: none">Examination – written short response to stimulus	50%	Formative internal assessment (FIA4): <ul style="list-style-type: none">Extended response – written imaginative	50%

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. Students receive an overall subject report (A–E).

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">Extended response – spoken response	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">Extended response - spoken multimodal
Common internal assessment 2 (CIA): <ul style="list-style-type: none">Examination – written common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">Extended response - written imaginative

Disclaimer All of the above information is accurate at the time of publication.