

# ESSENTIAL ENGLISH

## WHAT TYPE OF SUBJECT IS ESSENTIAL ENGLISH?

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 the language they engage with positions 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

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education, or work. 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, 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 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

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Language That Works	Texts & Human Experiences	Language That Influences	Representations and Popular Culture Texts
Responding to a variety of texts used in and developed for a work context  Creating multimodal and written texts	Responding to a reflective and nonfiction texts that explore human experiences  Creating spoken and written texts	Creating and shaping perspectives on community, local and global issues in texts  Responding to texts that seek to influence audiences	Responding to popular culture texts  Creating representations of Australian identities, places, events and concepts

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations. Students who complete this course of study with a grade of C or better will meet the literacy requirement for QCE and should also be able to demonstrate reading, writing and oral communication competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

## ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Extended Response – Spoken Response for a Public Audience	25%	Summative Internal Assessment: Extended response – Multi-modal response	25%
Common Internal Assessment (CIA):	25%	Summative Internal Assessment: Extended response – written response	25%