English Pathways

Year 7 - 9 | Year 10 | Year 11 | Year 12
---|---|---|---
**English/EAL**<br>(Language Development Program<br>(Additional program for targeted group)<br>(semester or full year)<br>**Year 10 English Language**<br>(semester)<br>**Year 10 Literature**<br>(semester)<br>**VCAL Literacy**<br>**Bridging EAL** | **English/EAL 1 & 2**<br>**English Language 1 & 2**<br>**Literature 1 & 2**<br><br>**Year 10 English Language**<br>(semester)<br>**Year 10 Literature**<br>(semester)<br>**VCAL Literacy**<br>**Bridging EAL** | **English/EAL 3 & 4**<br>**English Language 3 & 4**<br>**Literature 3 & 4**<br><br>**Year 10 Literature**<br>(semester)<br>**VCAL Literacy**<br>**Bridging EAL** | **Optional extra**<br>**3rd unit of English from Free Choices**

**Year 10 English Options**
All students must complete a minimum of two semester units of English in Year 10.
All Year 10 students must complete at least one mainstream English unit as the foundation of VCE English/EAL.
For the second semester unit, students may choose:
- A second semester unit of mainstream English
- A semester of Year 10 English Language
- A semester of Year 10 Literature
Students may also choose an additional semester unit from the English group as one of their free choices. Therefore, it is possible for a student to undertake a semester of each of the three English subject offerings.

**Year 10 English Options Overview**

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**Possible Careers:**
Literacy and communication skills are required for all study and employment pathways.
English skills are especially important in careers such as: Journalism, Law, Teaching, Politics, Diplomacy, Media, Interpreting, Acting, Public Relations, Editing, Publishing, Administration, Secretarial, Web Design, International Trade, Business etc.
The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light, it is clear that the study of English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

The English curriculum is built upon the three interrelated strands of Language, Literature and Literacy as outlined in the Victorian Curriculum. Students will further consolidate and establish their ability to understand and interpret a wide variety of multimodal texts and enhance a broader understanding of how language is structured to construct multiple levels of knowledge. These skills are essential precursors to VCE study and establish the skills necessary for further study, training and the workforce.

The Year 7-9 English programs at Penola Catholic College aim to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with nonlinguistic forms of communication to create meaning.
- Develop interest and skills of inquiry into the aesthetic aspects of texts and develop an informed appreciation of literature.

Year 7 & 8 English/EAL

In Years 7 and 8, students learn to engage with a variety of texts that are designed to inform and persuade. They listen 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 & 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 & 8 participate in the Renaissance wider reading program, which monitors their development and encourages reading beyond the classroom.
The Language Development Program is a targeted program aimed at supporting students who are identified as having additional literacy needs. Students will further develop their understanding and usage of the English language by developing their receptive language skills (including their reading comprehension), and their expressive language skills, both written (grammar, spelling, punctuation, editing) and oral (presenting to a group, conversing with another person). Additionally, students will further develop their personal confidence through developing a stronger command of the English language conventions. This program is taken in addition to the mainstream English curriculum.

Year 9 English/EAL

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.

Students in Year 9 also continue their involvement in the Renaissance Reading Program, following on from Years 7 & 8.

English as an Additional Language at Penola

Many students enter Penola Catholic College with a diverse range of educational backgrounds and prior experience with English. Of these, many will be encountering English for the first time. Others will have studied English in primary or secondary school in their country of origin. Some may have had no schooling in their first language; others will be highly literate in their first language. For others still, they may need intensive English support because they have fled their country of origin, and have spent many years in refugee camps or other countries where education was not available to them.

Whilst mirroring the English mainstream course as closely as possible, English as an Additional Language focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of English. Through close study of language and meaning, students explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. Students develop skills that enable them to use different registers of spoken and written English so they can communicate effectively in a range of contexts and for a variety of purposes in order to become proficient users of the English language.

The EAL Standards acknowledge the diversity in student backgrounds and their varying points of entry to school by describing stages of EAL learning within three broad bands of schooling in the EAL Developmental Continuum. As EAL students learn more English, their language skills begin to correspond to the Victorian Curriculum English Standards. If an EAL student is able to perform at the English Standards within acceptable year level parameters, then the Victorian Curriculum English Standards are used for assessing and reporting the progress of our EAL students.
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 pathways. The subjects offered prepare students for VCE English/EAL, VCE Literature, VCE English Language and VCAL Literacy. 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.

**Year 10 English/EAL**

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 Literature**

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. Assessment may include passage analysis, adaptation and transformation (comparison of the original text to the movie/film/play), creative responses and oral presentations. The opportunity to take part in Literature will also assist students in making their decision about their English ‘stream’ in Years 11 and 12.

Some of the ideas to investigate:

- How literary devices are used to convey deeper meaning about themes, views and characters
- The way different societies have changed and progressed throughout time
- How an author’s social, historical and personal context can contribute to the construction of their text
- How authors use certain language choices in their text to create imagery and interest
- How multi-modal texts convey different types of meaning than written texts
- In what ways your own experiences impact your interpretation of a text and connection to characters and themes
- How texts change when they are transformed from their original form, e.g. a novel being turned into a film
- Your ability to justify your own opinion about texts

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**Year 10 English Language**

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. We use language to think with, to persuade others, to gather information, to organise our activities, to gossip, and ultimately to structure our societies. Assessment may include short answer tests, discourse analysis, essay writing and research tasks on aspects of the English Language.

Some questions to investigate:

- How many different sounds can be made with the human vocal tract?
- How do we learn language in childhood?
- Is spoken language better than written language?
- In conversation, how do people decide who speaks and when?
- Are we unknowingly manipulated by the words used in the media?
- How and why do languages change?
- What is it about the human mind that makes language the way it is?
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 employment, further education, and participation in a democratic society.

**English/EAL Units 1 to 4**

In English, students read and respond to texts analytically and creatively. They 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, as well as justifying the language choices made constructing these texts.

**Reading and Creating Texts (Units 1 & 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 structures, 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 & 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 to 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.

**Assessment Units 1 to 4**

- Analytical responses
- Creative responses
- Point of view responses
- Examinations

**Bridging EAL**

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 English Units 3 and 4.

**Unit 1**

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.

Assessment: Units 1 & 2
Students will be assessed through:
• Presentations
• Writing folios
• Comprehension and analysis tasks

English Language
Among the means of communication used by people, language occupies a unique and central place. Language serves many purposes: to inform others, to make enquiries, to carry out transactions, to establish and maintain relationships and to preserve knowledge and traditions. This study aims to combine learning about the nature and functions of language with learning how to use English more effectively and creatively.

Student career paths include: advertising, child care, communication, journalism, linguistics, teaching, science and speech therapy.

Unit 1
Students will study the following:
• Language and its use in communication
• Primary aspects of the nature and function of language
• How language is organised so that language users can make sense of their experience and have contact with others
• What children learn when they acquire language
• A range of perspectives on how language is acquired

Unit 2
Students will study the following:
• How language change occurs
• Attitudes to language change
• Changes in each of the subsystems of language through an historical study of English
• The effects of the globalisation of English

Unit 3
Students will study the following:
• Language in the Australian social setting
• Language as a means of social interaction that allows us to communicate information, ideas, attitudes, prejudices and ideological stances
• The stylistic features of formal and informal language in both spoken and written modes
• How texts construct message and meaning and how they are influenced by the situational and cultural contexts in which they occur
• How language can be indicative of relationships, power structures and purpose, and the way it can be used for inclusion and exclusion

Unit 4
Students will study the following:
• The role of language in establishing and challenging different identities
• The ways different national, social & cultural identities are constructed
• How our sense of who we are evolves and is determined by both how we see ourselves and how others see us
• How language can distinguish between ‘us’ and ‘them’, thus reinforcing a degree of social distance and/or solidarity

Assessment: Units 1 to 4
• Tests
• Essays
• Short answer questions
• Analysis of spoken and/or written texts
• Oral presentations
• Examinations
Literature focuses on enjoying and appreciating novels, plays, poems and scripts which use language to imaginatively recreate and interpret human experiences. Students will develop an enjoyment of literature by observing how various writers go about the task of writing and how we gain an understanding of what they write.

If you have a love of books, want to understand a writer’s mind or merely enjoy challenging and questioning texts, then literature is for you.

Careers in journalism, public affairs and advertising would benefit from having a literature background.

Unit 1
Students will consider how language, structure and stylistic choices are used differently in a variety of forms and text types. They will be encouraged to develop an awareness of the degree to which differing points of view can influence or enhance their own reading and appreciation of texts.

Unit 2
Students will investigate how ideas and concerns are raised in texts and the ways in which social and cultural contexts are represented. Students will examine how texts can facilitate their interpretation and understanding of the point of view being represented and the ways that texts explore different aspects of the human condition.

Unit 3
This unit focuses on how the form of a text affects meaning and how writers construct their texts. Students will consider how the perspectives of those adapting texts may inform or influence the adaptions.

Unit 4
In this unit students develop critical and analytical responses to texts. Students examine the context of their responses to texts, as well as the ideas explored in texts, different styles of language and points of view.

Assessment: Units 1 to 4
Students will be assessed through the completion of a series of:
• Detailed discussions
• Passage analysis tasks
• Oral presentations
• Creative written tasks
• Literacy perspectives essay
• Examinations