



Penola
CATHOLIC COLLEGE
EST. 1995

ENGLISH

English

English as an Additional Language (EAL) & Bridging EAL

English Language

Literature



ENGLISH PATHWAYS

Year 7 - 9	Year 10	Year 11	Year 12
English/EAL	English/EAL (semester or full year)	English/EAL 1 & 2	English/EAL 3 & 4
	Year 10 Literature (semester)	Literature 1 & 2	Literature 3 & 4
Language Development Program (Additional program for targeted group)	Year 10 English Language (semester)	English Language 1 & 2	English Language 3 & 4
	Senior Literacy Improvement Program (semester) (Additional for targeted group)	VCAL Literacy	VCAL Literacy
		Bridging EAL 1 & 2	

The minimum English requirement is satisfactory completion of three units from the English group, two of which must be a Unit 3 - 4 sequence. English units may be selected from English Units 1 to 4, EAL Units 1 to 4, Bridging EAL Units 1 and 2, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Unit 1 and 2 level selected from the English group may count towards the English requirement. The English group at this level comprises English Units 1 and 2, English Language Units 1 and 2, Bridging EAL Units 1 and 2, Literature Units 1 and 2. English Units 3 and 4 and EAL Units 3 and 4 are equivalent sequences and a student may not count both towards the award of the VCE.

Units from the English group may also contribute to the sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student's English units. Once a student has met the English requirement, or satisfied an English sequence, any additional sequences from the English group will be credited towards the requirement for sequences other than English.

First Year VCE

Choose from the following:

English/EAL Units 1 & 2

AND/OR

English Language Units 1 & 2

AND/OR

Literature Units 1 & 2

Bridging EAL Units 1 & 2 can be taken in addition to English/EAL units 1 & 2.

Second Year VCE

Choose from the following:

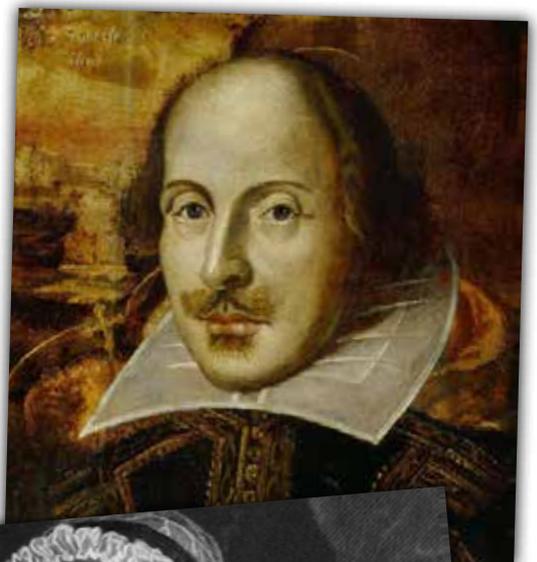
English/EAL Units 3 & 4

AND/OR

English Language Unit 3 & 4

AND/OR

Literature Units 3 & 4





ENGLISH / EAL AND BRIDGING EAL

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 - 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 ideas, issues 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 - 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
- Oral examinations
- Examinations

NEW - 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.



ENGLISH LANGUAGE

Unit 2

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 & informal language in both spoken and written modes
- How texts construct message & meaning and how they are influenced by the situational & 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
- Written analysis of data
- Analysis of spoken and/or written texts
- Oral presentations
- Examinations



ENGLISH LITERATURE

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 adaptations.

Units 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
- Examinations

