



2017 English Curriculum Plan

Australian Islamic College

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1. ENGLISH LEARNING AREA

1.1 Curriculum Plan

The English Department aims to ensure that all students develop their understanding, knowledge and skills relevant to the principles and policies prescribed in the Western Australian Curriculum and Assessment Outline developed by ACARA and the School Curriculum and Standards Authority in Western Australia, thereby enabling all students to fulfil their potential and contribute positively to society.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

All lower school English courses provide students with a knowledge and skills base that promote further study and development in Senior School.

1.2 Lower school year7-10

The English learning area offers the following courses to year 7-10 students.

SUBJECT	YEAR GROUP	NO OF HOURS PER WEEK
Mainstream English Curriculum modifications made to the course to cater for academically able students.	7-10	5
Modified English for students who require the course to be taught at a slower pace, with fewer concepts covered and modified assessments.	7-10	5
EAL for students whose English is limited as they have not been in Australia for long.	7 8	10 5
DRAMA for all students to develop their oral speaking and performance abilities	7-8	1

1.3 Upper School Years 11 to 12

The English learning area offers the following courses for year 11 to 12 Students.

SUBJECT	YEAR GROUP	NO OF HOURS PER WEEK
English Preliminary for students who cannot access the General course and have disability provisions.	12	5
English General for students preparing for TAFE and work.	11 and 12	5
English ATAR for students preparing for university.	11 and 12	5
English as an Additional Language or Dialect (EALD) ATAR for students who have been less than 6 years in an English speaking country.	11 and 12	5

2. GUIDELINES FOR DELIVERY OF THE CURRICULUM

2.1 Course Outlines

Students receive a copy of the relevant Course Outline within the first week of the new academic year. Courses are semester based for years 7 – 10 and year based for years 11 – 12. Courses in lower school are mapped to the Western Australian Curriculum and Assessment Outline and are modified to provide support or extension to reflect the needs of individual students. Senior school courses have been developed from the Syllabus documents published by SCSA.

All courses have a Teaching Programme separate to the Student outline that maps the content to the SCSA documents and also records teaching strategies used and resources. All courses also have a Weightings document, which all students receive with their Course Outline.

2.2 Assessments

In order to moderate results all students in a course sit the same assessment. Task sheets are provided for all tasks that articulate the task, the weighting, the mark the assessment is out of and the unit content the assessment is testing. A Marking Guide is provided for all assessments and these should be followed by staff to ensure consistency and comparability. Consistency and comparability will also be determined by cross-marking student work within a year group. The Dianella and Thornlie campuses will be included in this process for years 7 - 10 eight times a year. In terms of years 11 and 12 examinations each section will be marked by one person, but a fourth person will have a random selection of papers from each section and the results of both markers compared.

For further information on assessment please see school assessment policy.

2.3 Reporting

The English Department follows the whole school structure for reporting to parents and external agencies within the community.

Reports are made available every mid-term and end of term. Semester reporting is more detailed and comprehensive.

The report identifies two results that must be reported on: Examination result, which is the mid term or end of term result, and the accumulated result.

The school makes use of the 5 point grading system A- E, recommended by SCSA in their reporting policy.

2.4 Holiday Homework

Holiday Homework is set at the end of each term. For lower school classes the Holiday Homework is preparation for the coming term this may include reading of the novel assigned, completing activities or research. For upper school class tasks of an appropriately challenging nature are set.

2.5 Authenticity, Plagiarism And Verification

Students are encouraged to make use of a range of sources in preparation for assignments and are expected to acknowledge these sources through in text referencing and correctly set out Reference Lists. Failure to do so is considered plagiarism or collusion

Plagiarism and collusion are serious offences and represent a major obstacle to the development of students' critical and analytical skills neither is in accordance with the ethos of AIC. Teachers who suspect the authenticity of a student's work are entitled to raise the issue with the HoLA, upon which further action may be taken.

2.6 The Role of the HoLA

The HoLA will evaluate and provide support for the teaching staff in the Department. This may take the form of classroom visits to interact with the teaching/learning process and/or to monitor the administrative procedures. Prior to carrying out these tasks, the HoLA will consult with colleagues in order to derive the maximum mutual benefit from this process. Where necessary, follow-up on matters arising from classroom visits will occur through discussion and outcomes integrated into future planning.

2.7 Department Meetings

All English staff must attend all Department meetings that are called by the HoLA. Should teachers be unable to attend, they should provide a valid reason. Course Coordinators are encouraged to convene meetings when it is convenient for teachers to discuss the course, assessments, tests and moderation requirements.

2.8 Information for Students

Students are entitled to be informed of their rights and obligations in connection with their work and the teacher/student partnership.

The following points are among those which need to be considered in this area:

- a) **ATTITUDE AND CO-OPERATION**
Always try to approach tasks cheerfully and maintain a positive outlook. We all strive to please Allah (set) in our daily lives.
- b) **BOOKS, MATERIALS AND EQUIPMENT**
Students are required to be properly equipped at the beginning of each term with the correct books, stationary and equipment.
- c) **PROGRAMME, DIARY AND INFO ON DEPT. POLICIES**
It is the student's responsibility to keep their copy of the Course Outline and Weightings Schedule in their file.

d) **DOCUMENT FOLDER, PORTFOLIO WORK**

A document folder must be provided by the student for marked assessments and the folders are to be stored in the classroom. .

e) **MISSED ASSIGNMENTS and ASSESSMENTS**

Please refer to AIC Assessment Policy

3. PURPOSE AND ROLE OF ENGLISH IN THE SCHOOL

Language plays a central role in human life: it provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. Through language people shape understandings of themselves and their world. An understanding of language and the ability to use it effectively empowers students. It gives them access to knowledge, enables them to play an active part in society and contributes to their personal growth.

In this course students study language through the use of written, visual and oral communication texts. Through the study of these texts, students learn about the English language, how it works and how to use it effectively. The course recognises the diversity of the student population and values and builds on their backgrounds, skills and aspirations and extends the range of language skills and understandings available to them.

Students learn the conventions of English language to communicate ideas, feelings and attitudes and interact with others; to cope with increasingly complex communication demands; to explore and develop ideas, and access an increasing range of knowledge and ways of thinking. These conventions include written conventions ranging from hand writing, spelling, punctuation and grammar through to the more complex conventions of form, genre and register; oral conventions associated with different purposes, contexts and audiences; and conventions associated with the presentation of information, ideas and entertainment in the mass media, new information technologies and literature. Students learn to use these conventions to communicate ideas, feelings and attitudes and interact with others; to cope with increasingly complex communication demands; to explore and develop ideas, and access an increasing range of knowledge and ways of thinking.

While there are standards of English usage that all students should aim for, the English language is not a set of neutral, unchanging and established rules or practices which apply in all situations. Students need to be prepared to meet future challenges and be able to adapt to new demands and situations. This requires a highly developed critical understanding of the nature of language and how it works. In English, students learn that language is a dynamic social process which responds to, and reflects changing social conditions, and that the meaning of any form of communication depends on context, purpose and audience. They learn that the use of English is inextricably involved with English values, beliefs and ways of thinking about themselves and their world. They develop an appreciation of and sensitivity to sociocultural diversity in the use of English and the ability to reflect on, and critically analyse their own use of language and the language of others.

Students learn that in using language they are actively engaged in social processes and the reproduction and/or re-working of social and cultural conventions. They learn about the relationship between language and power and come to understand that well-developed language skills provide them with access to sources of power through knowledge; that the control of language and communication confers power on those in control and disempowers others; that language can be used to influence behaviour; how they use language can influence how others respond to them, and how others behave; and that a knowledge of language and how it works can be used to resist control by others.

In English, students learn how to become competent, reflective, adaptable and critical users of language.

3.1.1 Year 7 and 8

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.

Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

3.1.2 Year 9 and 10

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextuality references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian Literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics.

Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

3.3 Year 7 and 8 DRAMA

Although Drama falls under the banner of The Arts, English has adopted this subject as it shares many commonalities with oral speaking tasks.

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories

and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Reference: Australian Curriculum

3.4 UPPER SCHOOL: YEAR ELEVEN

3.4.1 General English Units 1 and 2

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 focuses on students comprehending and responding to the ideas and information presented in texts. Students:

- employ a variety of strategies to assist comprehension
- read, view and listen to texts to connect, interpret and visualise ideas
- learn how to respond personally and logically to texts by questioning, using inferential reasoning and determining the importance of content and structure
- consider how organisational features of texts help the audience to understand the text
- learn to interact with others in a range of contexts, including everyday, community, social, further education, training and workplace contexts
- communicate ideas and information clearly and correctly in a range of contexts
- apply their understanding of language through the creation of texts for different purposes.

Unit 2 focuses on interpreting ideas and arguments in a range of texts and contexts. Students:

- analyse text structures and language features and identify the ideas, arguments and values expressed
- consider the purposes and possible audiences of texts
- examine the connections between purpose and structure and how a text's meaning is influenced by the context in which it is created and received
- integrate relevant information and ideas from texts to develop their own interpretations
- learn to interact effectively in a range of contexts

- create texts using persuasive, visual and literary techniques to engage audiences in a range of modes and media.

3.4.2 English ATAR Units 1 and 2

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

Students explore how meaning is communicated through the relationships between language, text, purpose, context and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended, and the contexts in which they are created and received. Through responding to and creating texts, students consider how language, structure and conventions operate in a variety of imaginative, interpretive and persuasive texts. Study in this unit focuses on the similarities and differences between texts and how visual elements combine with spoken and written elements to create meaning. Students develop an understanding of stylistic features and apply skills of analysis and creativity. They are able to respond to texts in a variety of ways, creating their own texts, and reflecting on their own learning.

Unit 2

Students analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. Analysis of how language and structural choices shape perspectives in and for a range of contexts is central to this unit. By responding to and creating texts in different modes and media, students consider the interplay of imaginative, interpretive, persuasive and analytical elements in a range of texts and present their own analyses. Students critically examine the effect of stylistic choices and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. Through the creation of their own texts, students are encouraged to reflect on their language choices and consider why they have represented ideas in particular ways.

3.4.3 EALD ATAR Units 1 and 2

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1 focuses on investigating how language and culture are interrelated and expressed in a range of contexts. A variety of oral, written and multimodal texts are used to develop understanding of text structures and language features. The relationship between these structures and features and the context, purpose and audience of texts is explored. The unit will enhance students' confidence in creating texts for different purposes and across all language modes in both real and imagined contexts. It will broaden their understanding of

the sociocultural and sociolinguistic elements of SAE and develop skills for research and further academic study.

Unit 2 focuses on analysing and evaluating perspectives and attitudes presented in texts and creating extended texts for a range of contexts. SAE language skills for effective communication in an expanding range of contexts are consolidated. The use of cohesive text structures and language features is developed. The unit focuses on developing planning and editing skills to create extended oral, written and multimodal texts. Attitudes, values and culturally based assumptions within texts are identified, analysed and compared. Strategies for collecting, analysing, organising and presenting ideas and information are refined.

3.5 UPPER SCHOOL: YEAR TWELVE

3.5.1 Preliminary English

Preliminary courses provide a relevant option for students who cannot access the ATAR or General course content with adjustment and/or disability provisions, or who are unable to progress directly to training from school, or who require modified and /or independent education plans. Preliminary courses are designed for students who have been identified as having a recognised disability under the Disability Discrimination Act 1992, and who meet the above criteria.

Unit 1 and Unit 2 (Year 11)

The focus for these units is independence. Students develop and apply language skills within their family, school, social and community contexts.

Unit 3 and Unit 4 (Year 12)

The focus for these units is a continuation of the focus on independence in Units 1 and 2. Students continue to develop and apply language skills with increasing independence within their family, school, social and community settings.

3.5.2 General English Unit 3 and 4

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 focuses on exploring different perspectives presented in a range of texts and contexts. Students:

- explore attitudes, text structures and language features to understand a text's meaning and purpose
- examine relationships between context, purpose and audience in different language modes and types of texts, and their impact on meaning

- consider how perspectives and values are presented in texts to influence specific audiences
- develop and justify their own interpretations when responding to texts
- learn how to communicate logically, persuasively and imaginatively in different contexts, for different purposes, using a variety of types of texts.

Unit 4 focuses on community, local or global issues and ideas presented in texts and on developing students' reasoned responses to them. Students:

- explore how ideas, attitudes and values are presented by synthesising information from a range of sources to develop independent perspectives
- analyse the ways in which authors influence and position audiences
- investigate differing perspectives and develop reasoned responses to these in a range of text forms for a variety of audiences
- construct and clearly express coherent, logical and sustained arguments and demonstrate an understanding of purpose, audience and context
- consider intended purpose and audience response when creating their own persuasive, analytical, imaginative, and interpretive texts.

3.5.3 English ATAR Units 3 and 4

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

Students explore representations of themes, issues, ideas and concepts through a comparison of texts. They analyse and compare the relationships between language, genre and contexts, comparing texts within and/or across different genres and modes. Students recognise and analyse the conventions of genre in texts and consider how those conventions may assist interpretation. Students compare and evaluate the effect of different media, forms and modes on the structure of texts and how audiences respond to them. Understanding of these concepts is demonstrated through the creation of imaginative, interpretive, persuasive and analytical responses.

Unit 4

Students examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style. They challenge perspectives, values and attitudes in texts, developing and testing their own interpretations through debate and argument. Through close study of texts, students explore relationships between content and structure, voice and perspectives and the text and context. This provides the opportunity for students to extend their experience of language and of texts and explore their ideas through their own reading and viewing. Students demonstrate understanding of the texts studied through creation of imaginative, interpretive, persuasive and analytical responses.

3.5.4 EALD ATAR Unit 3 and 4

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3 focuses on analysing how language choices are used to achieve different purposes and effects in a range of contexts. SAE language skills are developed so that they can be

used to describe, inform, express a point of view and persuade for different purposes and audiences. The ways in which language choices shape meaning and influence audiences are explored through the study and creation of a range of oral, written and multimodal texts. The representation of ideas, attitudes and values and how these vary across cultures and within different contexts, particularly the Australian context, is analysed and evaluated. Effective and independent research skills are consolidated throughout the unit.

Unit 4 focuses on analysing, evaluating and using language to represent and respond to issues, ideas and attitudes in a range of contexts. By extending and consolidating language and communication skills, critical use of SAE for a range of contexts, purposes and audiences is developed. Independent and collaborative investigation and analysis are used to explore how language and texts achieve specific purposes and effects. Extended oral, written and multimodal texts and presentations are created, adapted and refined for a variety of contexts, purposes and audiences. Effective research strategies and referencing protocols are used to present ideas, information, conclusions, arguments and recommendations.

Reference: SCSA