Stage 5 English K-10 Syllabus (2024) Outcomes/Insight Mapping Document	Year 9				Year 10			
Outcome	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
Reading, viewing and listening to texts (EN5-RVL-01) *uses a range of personal, creative and critical strategies to interpret complex texts*								
Reading, viewing and listening skills								
• Apply reading pathways appropriate to form, purpose and meaning, and connect ideas within and between texts								
• Use contextual cues to infer the meaning of unfamiliar or complex words								
• Develop a deeper understanding of themes, ideas or attitudes by revisiting and reinterpreting texts to find new meaning								
Reading, viewing and listening for meaning								
• Analyse the main ideas and thematic concerns represented in texts		●	●					
• Investigate how layers of meaning are constructed in texts and how this shapes a reader's understanding and engagement		●		●				
• Draw on prior knowledge of texts to question, challenge and deepen understanding of both new and familiar texts								
• Clarify and justify personal responses to texts, explaining how aspects of the text, such as character, genre, tone, salience or voice, position a reader and influence these personal responses		●		●				
• Analyse how the use of language forms and features in texts have the capacity to create multiple meanings								
• Analyse how language use evolves over time and is influenced by social and technological changes and developments			●					
Reading for challenge, interest and enjoyment								
• Read increasingly complex texts that challenge thinking, pique interest, enhance enjoyment and provoke a personal response	●	●						
• Engage in sustained and varied reading that presents increasingly diverse and complex perspectives and experiences, including those of Aboriginal and Torres Strait Islander Peoples, and respond in a range of ways, including through extended written responses								
• Consider how the social, cultural and ethical positions represented in texts represent, affirm or challenge views of the world	●	●	●					
• Evaluate experiences of reading by sharing responses to texts								

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	1	2	3	4	5	6	7	8	9
• Evaluate the ways reading texts help us understand ourselves and make connections to others and the world		●	●						
Reflecting									
• Reflect on how reading, viewing and listening to texts has informed and inspired learning									
• Reflect on how an appreciation of texts can be enhanced through re-reading, and close or critical study									
• Understand and reflect on the value of reading for personal growth and cultural richness			●						
• Use reading strategies, and evaluate their effectiveness, when reflecting on the successes and challenges of extended reading									
• Reflect on how reading promotes a broad and balanced understanding of the world and enables students to explore wider universal issues	●								
• Reflect on own experiences of reading by interacting with peers in meaningful ways about the value of reading									

Understanding and responding to texts A (EN5-URA-01)
analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

	1	2	3	4	5	6	7	8	9
Representation									
• Analyse how contextual, creative and unconscious influences shape the composition, understanding and interpretation of all representations									
Code and convention									
• Use metalanguage effectively to analyse how meaning is constructed by linguistic and stylistic elements in texts		●							
• Analyse how language forms, features and structures, specific or conventional to a text's medium, context, purpose and audience, shape meaning, and experiment with this understanding through written, spoken, visual and multimodal responses		●		●					
• Explain how texts use, adapt or subvert textual conventions across a range of modes and media to shape new meanings, and explore this in own texts		●	●						
Connotation, imagery and symbol									
• Analyse how figurative language and devices can be used to represent complex ideas, thoughts and feelings to contribute to larger patterns of meaning in texts, and experiment with this in own texts	●								
• Analyse how Aboriginal and Torres Strait Islander authors use figurative language and devices to represent culture, identity and experience									
Point of view									
• Examine elements of focalisation, such as omniscience, limitations, indirect speech, tone, reliability and multiple narrators, and how these interact to shape perceptions of meaning in texts, and apply this in own texts									
• Recognise the difference between the actual author and authorial voice in texts and use this understanding to create texts with other kinds of imagined authors									

Characterisation									
• Analyse how engaging, dynamic and complex characters are constructed in texts using language features and structures, and use these features and structures in own texts									
• Explore how characters in texts can be lifelike constructions with whom audiences establish intellectual and emotional connections, and can be perceived to reflect, challenge or subvert particular values and attitudes									
• Analyse how characters can serve structural roles in narrative, such as foils and drivers of action and conflict, and manipulate these ideas when composing own texts		•							
Narrative									
• Analyse how narrative conventions vary across genres, modes, media and contexts and how they can be used to represent ideas and values and shape responses, and apply this understanding in own texts									
• Explore how narratives can represent and shape personal and shared identities, values and experiences		•							

Understanding and responding to texts B (EN5-URB-01)
evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

Theme									
• Analyse how themes can be understood to underpin cohesive meaning in texts, and apply this understanding in own texts									
• Appreciate the role of the audience in perceiving themes and how these themes can offer insights into an author's perspective									
Perspective and context									
• Understand how the personal perspectives of audiences are a product of historical and cultural contexts									
• Analyse how texts can be understood or interpreted from different perspectives, and experiment with this idea in own texts	•	•							
• Evaluate how texts can position audiences to accept, challenge or reject particular perspectives of the world, and reflect on this in own texts				•					
• Analyse how elements of an author's personal, cultural and political contexts can shape their perspectives and representation of ideas, including form and purpose									
• Appreciate how all communication is a product of cultural context									
• Explain how texts affirm or challenge established cultural attitudes and values in different contexts	•	•							
• Appreciate the significance and value of expressions of cultural context in texts constructed using elements of languages and dialects, including Standard Australian English, Aboriginal and/or Torres Strait Islander Languages, and Aboriginal English									
Argument and authority									

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	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9
• Evaluate how effective arguments are constructed through combinations of specific language forms, features and structures, and apply an understanding of this in own texts									
• Analyse how subjectivity and objectivity are constructed in texts to form arguments, and how these can represent particular perspectives									
• Analyse how an engaging personal voice in texts can represent a perspective or argument and communicate a sense of authority, and experiment with these ideas in own texts									
• Research, select and sequence appropriate evidence from texts and reliable sources to construct cohesive and authoritative arguments									
• Evaluate how the authority of a text is continually negotiated and reassessed by readers									
• Appreciate how authority over meaning in texts, such as multimodal and interactive texts, can be distributed, and is a negotiation between acts of authorship, publication and interpretation									

Style

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9
• Analyse how the distinctive aesthetic qualities and stylistic features of a text can shape and be shaped by its purpose, and experiment with this in own texts									
• Evaluate how particular styles in text can be privileged according to context									
• Examine the way an author's distinct personal style shapes meaning in their work									
• Appreciate how the style of a text can represent larger ideas of literary movements and genres									

Understanding and responding to texts C **(EN5-URC-01)**
investigates and explains ways of valuing texts and the relationships between them

Genre

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9
• Analyse how elements of genre in texts can shape the way ideas and values are represented and perceived, and experiment with elements of genre in own texts to shape meaning and response									
• Reflect on the evolution, adaptation, subversion and hybridity of genre in different time periods and cultural contexts, and how they demonstrate changing values				•					

Intertextuality

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9
• Identify the process and value of adapting, appropriating or transforming texts for different audiences, purposes or contexts, and describe these processes in own texts				•					
• Examine how meaningful connections made between texts can enrich the experience and understanding of literature and culture				•					

Literary value

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9
• Analyse and evaluate how thematic and aesthetic qualities of a text contribute to the different ways an audience questions and negotiates the value of the text in particular contexts			•						

Expressing ideas and composing texts A (EN5-ECA-01)
crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

Writing

	Col1	Col2	Col3	Col4	Col5	Col6	Col7	Col8	Col9
• Select and adapt appropriate codes, conventions and structures to shape meaning when composing written texts that are analytical, informative, persuasive, discursive and/or imaginative		•	•						

	1	2	3	4	5	6	7	8	9
• Develop a personal and informed voice that generates ideas and positions an audience through selection of appropriate word-level language and text-level features	●								
• Experiment with language to create tone, atmosphere and mood									
• Use rhetorical language strategically and subtly to shape complex ideas and convince others of a point of view, as appropriate to audience and purpose	●								
• Use tense accurately and purposefully									
• Apply narrative voice to depict complex ideas and enhance engagement									
• Create engaging and authentic temporal and spatial settings for a range of purposes and audiences									
Representing									
• Experiment with a variety of codes and conventions to create aesthetic qualities that have the power to communicate ideas and influence viewpoints in own texts	●		●						
• Compose visual and multimodal texts to express complex ideas, using a range of digital technologies where appropriate		●		●					
Speaking - *For students who are d/Deaf or hard of hearing, this will be through signing and/or speaking. For students who use other forms of communication to supplement speech, content should be taught through speaking (and listening) experiences, where appropriate, in combination with the student's preferred communication form.*									
• Select effective rhetorical strategies to position an audience and evoke an emotional response									
• Communicate complex information, ideas and viewpoints using purposeful verbal and/or nonverbal language, including gestures, to emphasise key points, enhance engagement and clarify meaning									
• Craft a range of spoken, signed or communicated texts that convey complex ideas for specific audiences									
• Deliver spoken, signed or communicated texts with engaging use of intonation, emphasis, volume, pace and timing			●	●					
• Participate in and lead a range of informal discussions about texts and ideas, including analytical, speculative and exploratory talk, to consolidate personal understanding and generate new ideas	●								
• Signal the development of ideas through language, structure and presentational features									
Text features									
• Express ideas, using appropriate structures for purpose and audience, that reflect an emerging personal style	●								
• Introduce and define complex key ideas, academic concepts and positions for arguments in sustained analytical and persuasive texts									
• Use the structural conventions of analytical writing purposefully, including a well-articulated and considered thesis, a sustained and cohesive progression of supporting points, and a rhetorically effective conclusion	●		●						
• Use the structural conventions of persuasive texts to purposefully justify opinions and develop expanding arguments, including a focused opening and thesis, logically sequenced elaboration paragraphs, and a conclusion that synthesises complex ideas									

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	1	2	3	4	5	6	7	8	9
• Use the structural conventions of informative texts purposefully to build a field of relevant facts and perspectives	•								
• Use the structural conventions of imaginative texts purposefully, including shaping complex complications and conflicts, and crafting authentic characters, to depict ideas			•						
• Experiment with the process of transformation to create texts with new meaning			•						
• Use the structural conventions of discursive texts purposefully, including the transition between personal and abstract texts, to present complex and nuanced ideas									
• Experiment with a range of poetic forms to explore ideas and express personal perspectives		•							
• Experiment with a combination of modes for specific effect and impact									

Sentence-level grammar and punctuation

	1	2	3	4	5	6	7	8	9
• Select and justify the use of varied sentence type, length and complexity to support cohesion and for effect									
• Maintain subject–verb agreement, identifying the subject in collective nouns, extended noun groups or in extended complex sentences									
• Control the use of passive and active voice when crafting sentences for effect and to suit the purpose of a text									
• Craft concise sentences to suit text purpose	•								
• Craft elaborated noun and/or verb groups for effect, clarity or complexity of description									
• Apply punctuation to suit text purpose, support clarity and meaning, for effect, and to control reader response									

Word-level language

	1	2	3	4	5	6	7	8	9
• Apply orthographic and morphological knowledge, using etymology and dictionary reference resources as needed, to spell unfamiliar, complex and technical words									
• Select technical vocabulary to write with accuracy in a range of modes and registers appropriate to audience, purpose, form and context			•	•					
• Use a variety of grammatical features to describe relationships between complex ideas									
• Make vocabulary choices that enhance stylistic features of writing, and shape meaning through connotation				•					

Expressing ideas and composing texts B (EN5-ECB-01)
uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Planning, monitoring and revising

	1	2	3	4	5	6	7	8	9
• Engage with model texts to develop and refine features, structures and stylistic approaches in own work									
• Research, summarise, evaluate and synthesise information and perspectives from different sources to generate new ideas and create detailed and informed texts	•		•						
• Develop an effective thesis for extended analytical and persuasive texts that is based on critical thinking about a text or topic									

• Plan a progressive sequence of arguments or ideas, and set goals at conceptual, whole text and paragraph levels										
• Produce co-constructed complex texts to represent a diversity of ideas and values										
• Select from a range of collaborative drafting strategies and feedback processes to improve clarity, meaning and effect in texts										
Reflecting										
• Reflect on own texts, using technical vocabulary to explain and evaluate authorial decisions appropriate to the target audience and specific purpose		•								
• Discuss the pleasures, challenges and successes experienced in the processes of understanding and composing										
• Evaluate the effectiveness of compositional choices in writing that have been influenced by elements of other texts, using specific examples			•							
• Evaluate own ability to plan, monitor and revise during the composition process, and how this can improve clarity, cohesion and effect										

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