NSW Stage 6 English

EP Curriculum Map

English Advanced Year 11

Outcome 1

Content Descriptor	Folder Names
explain the relationship between responder, composer, text and context appreciate the aesthetic qualities of texts and the power of language to express personal ideas and experiences	*Further development planned*
explain the personal, social, historical and cultural contexts of composing and responding, and evaluate how these contexts impact on meaning	*Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts. *Text Type Studies:* A unit of lessons that unpack the purpose, style and language features of a variety of text types, teaches the writing of these text types, and explores intertextuality between the text types.
analyse and explain how and why texts influence and position readers and viewers analyse the ways language features, text structures and stylistic choices shape ideas and perspectives and influence audiences explain how various language features, for example figurative, grammatical and multimodal elements create particular effects in texts and use these for specific purposes	*Further development planned*
develop independent interpretations of texts supported by informed observation and close textual analysis	*Creative Writing Skills:* Lessons that explore the forms and features of a range of creative texts and support the writing of these texts. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
compose texts that integrate elements of form, personal style, language and content for a variety of audiences and purposes	*Creative Writing Skills:* Lessons that explore the forms and features of a range of creative texts and support the writing of these texts.

	Critical Response Writing: A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.

Outcome 2

Content Descriptor	Folder Names
examine the ways composers (authors, poets, playwrights, directors, designers and so on) apply textual conventions to shape meaning in different modes, media and technologies explore the ways different media and technologies influence the relationships between texts and responders (readers. listeners, viewers or audiences and so on), for example flexible reading pathways in digital texts select and use appropriate processes and technologies for particular purposes, audiences and contexts examine the relationships between emerging textual forms and their social, cultural and historical contexts explain how the reliability of texts is shaped and influenced by choices of medium examine the effects of combining linguistic and multimedial conventions in texts experiment with emerging textual forms by combining different media and technologies and describe the impacts of this combination on meaning and response explain and assess the processes of drafting, reflecting, editing, revising, refining and presenting for a range of audiences and purposes	*Further development planned*

Outcome 3

Content Descriptor	Folder Names
engage with complex texts to understand and appreciate the power of language in shaping meaning	*Wide Reading Library:* Reading comprehension lessons exploring context, textual details, text analysis and

Content Descriptor	Folder Names
	written responses for a variety of short texts. *Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.
investigate and explain how mode, medium and form shape responses to texts, for example how spoken language can evoke particular audience reactions	*Further development planned*
explain the effect of language choices in different personal, social and cultural contexts and how these choices influence meaning explain how changes in context influence responses to particular language choices in texts understand and respect that Aboriginal language dialects and Aboriginal English are expressions of cultural heritage and identity use appropriate language for making connections, questioning, affirming, challenging and speculating about texts with increasing clarity use appropriate linguistic, stylistic, critical and creative terminology to compose and respond to texts	*Further development planned*
use accurate spelling, punctuation, syntax and metalanguage in complex creative and critical texts	*Language Skills Revision:* Lessons revising common language features, punctuation, sentence structure and parts of speech.
explain how argument and narrative may be represented in critical and creative texts	*Further development planned*
experiment with language conventions and forms in the composition of persuasive and imaginative texts for a variety of purposes and audiences	*Language Skills Revision:* Lessons revising common language features, punctuation, sentence structure and parts of speech. *Creative Writing Skills:* Lessons that explore the forms and features of a range of creative texts and support the writing of these texts.

Outcome 4

Content Descriptor	Folder Names
explore a wide range of texts, including those that represent the diverse experiences of Aboriginal and/or Torres Strait Islander Peoples, to engage with ideas,	*Further development planned*

perspectives and conventions in familiar and new contexts understand that significant language concepts may operate across different textual forms, for example narrative and point of view in speeches, documentaries and poems explain how composers (authors, poets, playwrights, directors, designers and so on) adapt language forms, features and structures of texts from other genres, periods and cultures in new texts, for example appropriations in popular culture and the use of literary allusion	
investigate and experiment with combinations of specific language concepts, aspects of style and form to achieve deliberate effects in sustained compositions draw on knowledge and experience of literary devices, for example genre and hybridity, in creating new texts	*Creative Writing Skills:* Lessons that explore the forms and features of a range of creative texts and support the writing of these texts.
use analysis of specific language concepts and literary devices in texts to inform the composition of imaginative texts	*Language Skills Revision:* Lessons revising common language features, punctuation, sentence structure and parts of speech. *Creative Writing Skills:* Lessons that explore the forms and features of a range of creative texts and support the writing of these texts.
compare and evaluate specific uses of language in a range of textual forms	*Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
integrate real and imagined experiences by selecting and adapting particular aspects of texts to create new texts	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own.

Outcome 5

Content Descriptor	Folder Names
investigate a wide range of texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways investigate, reflect on and explain differences between	*Further development planned*

initial personal responses and more studied and complex responses compare the ways texts may be composed and responded to in different contexts and how this influences meaning explain how text structures, language features and stylistic choices, for example metaphor, provide a framework for audience expectations, responses and interpretations of texts examine different points of view represented in texts, for example those of characters, narrators and the implied author, and the ways in which these points of view are created	
select and use particular aspects of language, style and convention, for example narrative point of view, syntax, modality and nominalisation	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
synthesise complex ideas and information in a sustained, structured argument using relevant textual evidence	*Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
evaluate the effectiveness of argument to persuade an audience in a range of complex critical and creative texts investigate complex ideas and information through sustained argument and imaginative compositions	*Further development planned*

Outcome 6

Content Descriptor	Folder Names
compare how composers (authors, poets, playwrights, directors, designers and so on) draw on aspects of other texts, for example through theme, genre, intertextuality, style, event and character	*Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.
reflect on intertextual relationships between familiar texts and a widening range of new texts	*Further development planned*

reflect on the ways in which particular texts are influenced by other texts and contexts

examine how texts in different literary forms, media or traditions are similar or different

investigate similarities and differences between and among texts that may be linked by form, perspective or genre | |
| analyse how composers combine elements from different texts, sources and genres to create new texts for particular audiences | *Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.

Wide Reading Library: Reading comprehension lessons exploring context, textual details, text analysis and written responses for a variety of short texts. |
| select and combine specific textual elements to create new texts and assess their effectiveness for different audiences, purposes and contexts | *Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own.

Critical Response Writing: A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own. |
| analyse the relationships between conventions of genre, audience expectations and interpretations of texts, and the ways texts may conform or subvert these conventions | *Further development planned* |

Outcome 7

Content Descriptor	Folder Names
understand that texts offer vicarious experiences of the wider world for critical reflection and pleasure

appreciate the different ways in which a text can be valued, for example for its themes, aesthetic qualities or representation of cultures

investigate and explain how composers (authors, poets, playwrights, directors, designers and so on) draw on cultural, textual and linguistic resources to represent particular perspectives in texts | *Further development planned* |
| analyse the diverse ways in which imaginative, | *Text Type Studies:* A unit of lessons that unpack the |

Content Descriptor	Folder Names
informative and persuasive texts can explore human experience, universal themes and social, cultural and historical contexts	purpose, style and language features of a variety of text types, teaches the writing of these text types, and explores intertextuality between the text types. *Wide Reading Library:* Reading comprehension lessons exploring context, textual details, text analysis and written responses for a variety of short texts.
understand and analyse the effect of language and structural choices on shaping own and others' perspectives, for example figurative language or narrative point of view	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
evaluate how language choices confirm or challenge personal, social and cultural identity, and recognise how they influence how a text is valued analyse how and why perspectives are represented differently in a range of complex texts	*Further development planned*
compose creative and critical texts that reflect particular values and perspectives, including their own	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.

Outcome 8

Content Descriptor	Folder Names
explain and evaluate whether their own perspectives and values align with the perspectives and values expressed in texts consider the effect of engaging with other cultures and values through texts on their own perspectives and values evaluate the impact of specific cultural references on meaning, for example historical allusion, cultural stories and symbol	*Further development planned*

Content Descriptor	Folder Names
examine the ways in which authors represent Australian culture, place and identity both to Australians and the wider world	*Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.
understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property explore how literature reflects cultural change	*Further development planned*
analyse the ways that specific language features and stylistic features represent cultural assumptions and values in a range of texts	*Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.
evaluate the ways that ideas, voices and perspectives are evident in texts representing different personal, historical and cultural contexts	*Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.
compare cultural perspectives in texts from different personal, social, historical and cultural contexts, including texts by and about Aboriginal and Torres Strait Islander People(s), other Australians and people with Asian heritage experiment and reflect on changes to texts, for example point of view, form or setting to explore different cultural meanings	*Further development planned*

Outcome 9

Content Descriptor	Folder Names
reflect on and discuss personal preferences and insights gained from engagement with an increasingly wide repertoire of complex texts identify and articulate how their own processes of response and composition are the same or different to others articulate and discuss the pleasures and difficulties, successes and challenges experienced in independent and collaborative work, and establish improved practices apply knowledge and communication skills gained in collaborative and independent learning environments to new learning contexts select and use appropriate metalanguage and textual forms to assess and reflect on learning	*Further development planned*

assess strengths and weaknesses of their own creative and critical compositions and set learning goals accordingly	
use constructive, critical feedback from others to improve learning, including their own composing and responding	*Feature specific and achieved by using EP*

English Advanced Year 12

Outcome 1

Content Descriptor	Folder Names
evaluate the relationship between responder, composer, text and context critically evaluate the aesthetic qualities of texts and the power of language to express personal ideas and experiences	*Further development planned*
critically engage with complex texts from a variety of personal, social, historical and cultural contexts, and evaluate how these contexts impact on meaning	*Wide Reading Library:* Reading comprehension lessons exploring context, textual details, text analysis and written responses for a variety of short texts. *Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.
analyse and evaluate how and why texts influence and position readers and viewers analyse how text structures, language features and stylistic elements shape meaning and create particular effects and nuances, for example through allusions, paradoxes and ambiguities	*Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
judiciously select aspects of language, style and convention to represent experience for interpretive, imaginative and evaluative purposes	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
develop a creative, informed and sustained interpretation of texts supported by close textual analysis	*Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
compose texts that integrate different modes, media and forms and assess the impacts of this combination on meaning and response	*Further development planned*

Outcome 2

Content Descriptor	Folder Names
examine the ways composers (authors, poets, playwrights, directors, designers and so on) innovate with textual conventions through the combination of different modes, media and technologies critically analyse how different textual forms, technologies and media of production reflect personal, social, historical and cultural contexts analyse and evaluate the effects of combining linguistic, multimedial, interactive and navigational conventions in texts critically evaluate how reliability in texts may be established through different media and technologies	*Further development planned*
compose complex and sophisticated texts in different modes, media and forms	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
independently use and assess the processes of drafting, reflecting, editing, refining, revising and presenting for a range of audiences and purposes evaluate the effects of using different textual conventions, modes and media in sophisticated, challenging texts	*Further development planned*

Outcome 3

Content Descriptor	Folder Names
engage with complex texts through their specific language forms, features and structures to understand particular representations of human experience and appreciate the power of language to shape meaning	*Wide Reading Library:* Reading comprehension lessons exploring context, textual details, text analysis and written responses for a variety of short texts. *Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.

	Further development planned
explore and evaluate how mode, medium and form shape and inform responses to texts	*Further development planned*
critically select, use and analyse language forms and features in a variety of personal, social and cultural contexts and reflect on how these choices influence responses	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
use appropriate and effective form, content, style and tone for different purposes and audiences and evaluate their effectiveness in real and imagined contexts	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own.
skilfully use language for making connections, questioning, affirming, challenging and speculating about texts with clarity and control	*Feature specific and achieved by using EP*
skilfully use appropriate language and terminology of critical and creative expression in refining arguments, interpreting texts and crafting imaginative compositions	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
make innovative and imaginative use of language features including punctuation and syntax for particular effects	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own.
support critical interpretations of texts through sustained argument and relevant detailed textual analysis	*Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
analyse and evaluate the effectiveness of language patterns in their own and others' compositions, for example grammatical and figurative choices	*Further development planned*

Outcome 4

Content Descriptor	Folder Names
use knowledge of language concepts to engage with unfamiliar textual forms or complex texts in unfamiliar	*Text Type Studies:* A unit of lessons that unpack the purpose, style and language features of a variety of text

contexts	types, teaches the writing of these text types, and explores intertextuality between the text types. *Further development planned*
apply knowledge and understanding from their own context, and appreciation of other contexts, in responding to challenging texts evaluate how changing context and values can influence how texts are composed and interpreted	*Further development planned*
explain the ways specific language concepts, for example imagery, symbolism or sound, shape meaning for different audiences and purposes	*Language Skills Revision:* Lessons revising common language features, punctuation, sentence structure and parts of speech.
analyse how significant language concepts, for example motif, can guide audiences to make meaning of unfamiliar texts	*Further development planned*
apply knowledge and experience of literary devices in creating new texts	*Language Skills Revision:* Lessons revising common language features, punctuation, sentence structure and parts of speech. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own. *Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own.
evaluate how aspects of style and form, in a range of modes and media, achieve deliberate effects in sustained compositions	*Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own. *Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own.
experiment with and justify changes to textual conventions, media and technologies in adapting or re-creating texts for particular audiences and contexts	*Further development planned*

Outcome 5

Content Descriptor	Folder Names
critically investigate a wide range of complex texts, including those by and about Aboriginal and/or Torres Strait Islander People(s), in order to think broadly, deeply and flexibly in imaginative, creative, interpretive and analytical ways	*Further development planned*
evaluate the influence of the contexts of composers and responders on perspectives and ideas	*Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.
engage critically and creatively with a wide range of texts which may be informed by different critical perspectives	*Wide Reading Library:* Reading comprehension lessons exploring context, textual details, text analysis and written responses for a variety of short texts. *Further development planned*
analyse how different language forms, features and structures can be used to represent different perspectives	*Wide Reading Library:* Reading comprehension lessons exploring context, textual details, text analysis and written responses for a variety of short texts.
critically evaluate the use of figurative language and rhetorical devices to represent concepts and shape arguments, for example symbolism, metonymy, irony or imagery	*Further development planned*
critically evaluate own and others' arguments, justifications, evidence and points of view	*Feature specific and achieved by using EP*
analyse and evaluate the effectiveness of argument in imaginative, informative and persuasive texts	*Further development planned*
compose creative and critical texts that affirm or challenge ideas, values and perspectives that are represented in texts	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.

Outcome 6

Content Descriptor	Folder Names
read, listen and/or view widely to compare and contrast how composers use patterns and conventions in texts, for example through wordplay, parody and hybridity,	*Further development planned*

and the ways in which appropriations of earlier texts allow new insights into original texts	
evaluate how texts reflect, confirm or challenge expectations associated with particular genres and styles	*Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.
analyse the ways in which perspectives are conveyed through texts drawn from other times and cultures, and how these may be renewed for a contemporary Australian audience compare and evaluate the use of textual conventions and patterns in texts from different contexts to deepen their understanding of how meaning is made	*Further development planned*
analyse how composers (authors, poets, playwrights, directors, designers and so on) combine elements from different texts, sources and genres to create new texts for particular audiences and purposes	*Literature Studies:* Lessons unpacking author information and context, plot and character summaries, and themes for commonly studied texts.
critically analyse how intertextuality and textual appropriation influence interpretation and meaning	*Text Type Studies:* A unit of lessons that unpack the purpose, style and language features of a variety of text types, teaches the writing of these text types, and explores intertextuality between the text types.
evaluate and discuss whether textual appropriations lead to a deeper understanding of the original text and their own cultural context	*Further development planned*
adapt literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own.

Outcome 7

Content Descriptor	Folder Names
appreciate, analyse and speculate about the power of language to represent personal and public worlds for critical reflection and pleasure	*Further development planned*
evaluate the effect of context on shaping the social, moral and ethical perspectives in texts	*Text Type Studies:* A unit of lessons that unpack the purpose, style and language features of a variety of text types, teaches the writing of these text types, and explores intertextuality between the text types.
evaluate how texts, including their own compositions, are influenced by personal, social and cultural contexts and recognise how they are valued	*Further development planned*

evaluate and select language forms, features and structures of texts to represent diverse human experience, universal themes and social, cultural and historical contexts evaluate how particular thematic, aesthetic, generic and technological elements represent personal and public worlds and reflect on how this influences how texts are valued evaluate interpretations of texts that derive from different perspectives and recognise how this influences personal composition and response	
experiment in own compositions with the different ways in which form, personal style, language and content engage and position the audience	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own. *Creative Writing Skills:* Lessons that explore the forms and features of a range of creative texts and support the writing of these texts. *Text Type Studies:* A unit of lessons that unpack the purpose, style and language features of a variety of text types, teaches the writing of these text types, and explores intertextuality between the text types. *Essay Writing Guide:* Lessons that teach students how to write an essay. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.

Outcome 8

Content Descriptor	Folder Names
explore the ways that texts represent alternative ways of seeing the world	*Wide Reading Library:* Reading comprehension lessons exploring context, textual details, text analysis and written responses for a variety of short texts.
critically evaluate the effect of engaging with other cultures and values through texts on their own perspectives and values	*Creative Response Writing:* A unit of lessons unpacking creative student responses to texts and teaching students how to write effective creative responses of their own.

	Creative Writing Skills: Lessons that explore the forms and features of a range of creative texts and support the writing of these texts. *Text Type Studies:* A unit of lessons that unpack the purpose, style and language features of a variety of text types, teaches the writing of these text types, and explores intertextuality between the text types. *Essay Writing Guide:* Lessons that teach students how to write an essay. *Critical Response Writing:* A unit of lessons unpacking critical student responses to texts and teaching students how to write effective critical responses of their own.
evaluate and reflect on values and perspectives in texts from different historical and cultural contexts, including their own	*Wide Reading Library:* Reading comprehension lessons exploring context, textual details, text analysis and written responses for a variety of short texts. *Further development planned*
evaluate and reflect on the relationship between representations of significant historical and cultural events and figures, and their representations in texts	*Wide Reading Library:* Reading comprehension lessons exploring context, textual details, text analysis and written responses for a variety of short texts. *Further development planned*
understand the contemporary application of Aboriginal cultural protocols in the production of texts in order to protect Indigenous cultural and intellectual property critically reflect on the way particular uses of language, for example imagery and allusion, convey values and perspectives in texts analyse and evaluate how personal and cultural assumptions can be inferred from particular uses of language, for example figurative language, irony and rhetoric evaluate cultural assumptions in texts from different personal, social, historical and cultural contexts, including Aboriginal and/or Torres Strait Islander People(s) and people with Asian heritage evaluate, select and adapt significant elements of texts to represent or reinterpret cultural assumptions in texts	*Further development planned*

Outcome 9

Content Descriptor	Folder Names
reflect on and discuss personal preferences and insights gained from familiarity with a wide repertoire of complex texts	*Feature specific and achieved by using EP*
select, adapt and create individual and collaborative processes that are effective for a range of learning contexts	*Further development planned*
express the pleasures and difficulties, successes and challenges experienced in independent and collaborative work in order to improve practices reflect on their development as skilful and confident composers, in particular how they have experimented with and refined language choices to establish a distinctive personal style use appropriate metalanguage and textual forms to assess and reflect on their own learning and that of others critically evaluate feedback from others and make adjustments to improve responding and composing in a range of learning contexts independently reflect on and experiment with their own processes of responding to and composing texts	*Feature specific and achieved by using EP*