

Literary Merit Unit of Work

Links to NSW English Syllabus for the Australian Curriculum: Stage 5

Objective A: Outcome 1

A student: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN5-1A

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none">appreciate, explain and respond to the aesthetic qualities and the power of language in an increasingly sophisticated range of texts
Develop and apply contextual knowledge	<ul style="list-style-type: none">analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaninganalyse ideas, information, perspectives, contexts and ideologies and the ways they are presented in increasingly demanding, sustained imaginative, informative and persuasive texts
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none">identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)

Objective B: Outcome 3

A student: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning EN5-3B

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none">engage with a range of increasingly complex language forms, features and structures of texts in meaningful, contextualised and authentic waysanalyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none">evaluate techniques (eg contrast, exaggeration, juxtaposition or changing chronological order) used in spoken, written and visual texts to, for example, construct plot and create emotional responsesunderstand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)

Objective C: Outcome 5

A student: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts in a range of contexts EN5-5C

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1634, ACELT1640)
Develop and apply contextual knowledge	<ul style="list-style-type: none"> understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1551, ACELA1564) compare ways in which spoken, written, visual, multimodal and digital texts are shaped according to personal, historical, cultural, social, technological and workplace contexts
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> understand and use the language of argument, eg the use of logic, evidence, refutation, ellipsis, irrelevance and circumlocution, and analyse how it affects responses
Respond to and compose texts	<ul style="list-style-type: none"> respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity

Objective D: Outcome 7

A student: understands and evaluates the diverse ways texts can represent personal and public worlds EN5-7D

Sub-strands	Content descriptions
Engage personally with texts	<ul style="list-style-type: none"> explore and reflect on their own values in relation to the values expressed and explored in texts
Develop and apply contextual knowledge	<ul style="list-style-type: none"> evaluate the social, moral and ethical positions represented in texts (ACELT1812) explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts
Understand and apply knowledge of language forms and features	<ul style="list-style-type: none"> analyse the ways in which creative and imaginative texts can explore human experience, universal themes and social contexts
Respond to and compose texts	<ul style="list-style-type: none"> respond to and compose sustained imaginative, creative and critical texts that represent aspects of their expanding personal and public worlds, for a wide range of purposes, including for enjoyment and pleasure

Objective D: Outcome 8

A student: questions, challenges and evaluates cultural assumptions in texts and their effects on meaning EN5-8D

Sub-strands	Content descriptions
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Develop and apply contextual knowledge	<ul style="list-style-type: none"> • identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752) • identify, explain and challenge cultural values, purposes and assumptions in texts, including representations of gender, ethnicity, religion, youth, age, disability, sexuality and social class
Respond to and compose texts	<ul style="list-style-type: none"> • analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749) • analyse and describe the ways texts sustain or challenge established cultural attitudes and values

NSW Board of Studies, *NSW Syllabus for the Australian Curriculum: English K-10 Syllabus*, 2012, pp 134-151