TEP 424

English in the Secondary School II

S2 Day 2014

Education

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Michael Stevenson
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Contact via michael.stevenson@mq.edu.au
C3A 813
Wednesday 12-3:30 pm (email for appointment)

Tutor
Maria Boyd

Credit points
3

Prerequisites
TEP423(P) and (TEP401(S) or TEP414(S))

Corequisites
TEP402

Co-badged status

Unit description
This unit extends the work covered in TEP423. There is a particular emphasis on the development of strategies for responding to, and composing, a range of types of texts, enhancing creativity and independent learning skills, and planning for assessment across a variety of language modes. The key elements embedded in the Board of Studies New South Wales syllabus documents (including current 7̃10 and Stage 6 documents as well as the new K-10 syllabus) are examined within a teaching and learning context. Workshops also cover current professional issues such as the teaching and learning of visual literacy, preparing for change in English curricula with an emphasis on the Australian curriculum, the integration of technology into the English classroom, and the diverse needs of students in a changing world.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum

2. demonstrate a developed working knowledge of the syllabus documents for English Stages 4-6 and apply this to the development of specific teaching and learning contexts

3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts

4. demonstrate developed skills and a knowledge of pedagogies to: - plan activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities (tasks 2 and 3); - interpret the key competencies required to enhance student learning within the context of the English classroom (tasks 2, 3 and 4); - select and utilise resources across a wide range of types including the integration of ICT resources

5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based

6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through developing formative assessment for Stage 4

7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching

Assessment Tasks

Name	Weighting	Due
Opinion piece on profession	10%	05/09/14
Unit of work for HSC study	35%	17/10/14
Exploring formative assessment	35%	07/11/14
Reflective Composition	10%	21/11/14
Weekly quizzes	10%	Weekly

Opinion piece on profession

Due: **05/09/14**
Weighting: **10%**

This assignment extends your skills in addressing current political issues in the teaching of Secondary English. It involves a professional discussion of issues presented in a recent article.

On successful completion you will be able to:
- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 2. demonstrate a developed working knowledge of the syllabus documents for English Stages 4-6 and apply this to the development of specific teaching and learning contexts
- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching

Unit of work for HSC study

Due: **17/10/14**

Weighting: **35%**

This assignment extends your skills in planning Stage 6 teaching and learning activities through preparing a unit of work to underpin the study of a prescribed HSC text within a modular and elective framework. The emphasis in this assignment will be on teaching film:

On successful completion you will be able to:
- 2. demonstrate a developed working knowledge of the syllabus documents for English Stages 4-6 and apply this to the development of specific teaching and learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: - plan activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities (tasks 2 and 3); - interpret the key competencies required to enhance student learning within the context of the English classroom (tasks 2, 3 and 4); - select and utilise resources across a wide range of types including the integration of ICT resources
- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through developing formative assessment for Stage 4

Exploring formative assessment

Due: **07/11/14**

Weighting: **35%**

This assignment develops your knowledge of formative assessment by providing you the opportunity to design an *assessment for learning* task to meet K-10 syllabus requirements. The emphasis in this assignment will be on teaching poetry.

On successful completion you will be able to:

- 2. demonstrate a developed working knowledge of the syllabus documents for English Stages 4-6 and apply this to the development of specific teaching and learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: - plan activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities (tasks 2 and 3); - interpret the key competencies required to enhance student learning within the context of the English classroom (tasks 2, 3 and 4); - select and utilise resources across a wide range of types including the integration of ICT resources
- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through developing formative assessment for Stage 4

Reflective Composition

Due: **21/11/14**
Weighting: **10%**

In this task, you will evaluate the relationship between a teacher and a learner based on **your OWN** professional experiences as an English teacher this year. This is your own personal reflection and evaluation.

On successful completion you will be able to:

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching

Weekly quizzes

Due: **Weekly**

Weighting: **10%**

In addition to all submitted assessment tasks for TEP424, you are assessed on your knowledge of key concepts addressed in the REQUIRED READING.

On successful completion you will be able to:

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 2. demonstrate a developed working knowledge of the syllabus documents for English Stages 4-6 and apply this to the development of specific teaching and learning contexts
- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching

Delivery and Resources

An iLearn site will be used for access to unit resources and activities. You should visit this site on a regular basis for resources, links and unit announcements.

Students are required to complete the weekly readings in advance of each workshop. Readings will be made available on eReserve and accessible through the unit's iLearn website.

Resources are also available on the *e is for english* website for pre-service and beginning Secondary English Teachers. Address: http://www.educ.mq.edu.au/ee

Students should also visit the Curriculum Resources section, level 3, of the University Library.

Students in this unit will need regular access to a computer and the Internet to complete the research components of the assignments and to locate teaching resources. There are a number of university computers in the Library, in C5C (rooms 211, 213, and 217) as well as dedicated spaces for students studying Education (the TEL Labs C5A201, 204 and 210). Computers in C5A210 may be accessed at published times.

Unit Schedule

Week	Topic	
Dates	Focus	**Readings and Resources**
WEEKS 1 & 2: BLOCK PRAC TEACHING		

Week Dates	Topic Focus	Readings and Resources
Week 3: 20-21 August	**Classroom Management** • Planning for students' learning • Management in the classroom & strategies for student behaviour • Current issues in secondary English	**Required reading:** Stoughton, E. H (2007) "'How Will I Get Them to Behave?': Pre Service Teachers Reflect on Classroom Management." *Teaching and Teacher Education* 23 **Additional suggested resources:** Rogers, W.A. (1989). Making a Discipline Plan – Developing Classroom Management Skills. Melbourne: Nelson. Crighton, L. (2000). Behaviour Management Tips. Other resources posted to iLearn
Week 4: 27-28 August	**Stage 6 English** • Syllabus outcomes, modules and electives • Stage 6 modules for Standard and Advanced • An introduction to English Extension I and II • Teaching and learning approaches for senior students: workshop activities • Key issues for planning a course of study and examination preparation	**Required reading:** Gold, E & Michaels, W. (2006). Previously in… As Time Goes By … Module C of English Advanced and the Area of Study. *mETAphor*, 2006(2), 9 -17 Edmundson, M. (2009). Analysis hits critical mass. *The Australian*, June 17. **Additional suggested resources:** BOSTES (2010). HSC Module B: Critical Study of Texts (Support Document)
Week 5: 3-4 September	**Stages 4 & 5 English** • Revisiting the K-10 English syllabus • Outcomes and planning exercises • Teaching and learning in years 7 –10: a review • Using a range of texts to develop a unit of work	**Required reading:** Wilhelm, J. & Smith, M. (2009). Getting to the Point: thinking about what it means to understand theme. *mETAphor, 2,* 16-21. Grover, P (2002) Stage 4-6 English: Group work in English – when it works and when it doesn't. *mETAphor*, 2002(3), 48-50 **Additional suggested resources:** e is for english: The Literary World: Reading Books; The Writers; The Professional Community: Libraries English Today: References & Journals
	Assignment 1 due: Friday 5th September at 11.59 pm	

Week Dates	Topic Focus	Readings and Resources
Week 6: 10-11 September	Assessment and Learning • Developing an assessment task • Interpreting rubrics • Creating marking criteria & guidelines • Exploring different styles of assessment to meet learners' needs.	**Required reading:** BOSTES (2012). English Years 7-10 Assessment Strategies – including "Additional English Strategies" (http://syllabus.bos.nsw.edu.au/english/english-k10/english-7-10-assessment-strategies/) Notes on Sample Marking Guidelines. K-A O'Sullivan Additional suggested resources: BOSTES. HSC Draft Performance Bands English Standard and Advanced; Glossary of terms. e is for english: The Learning Environment: Assessment & Reporting
Week 7: 17-18 September	Reading and Appreciating Film • Approaches to the study of film as visual text: visual literacy • Using *FilmStarts* as a guide for workshop activities • Suggested films for the classroom • Revision of techniques for viewing and representing	Required reading: Bullock, M. (2013). Teaching the screen. *Metaphor*, (1) pp. 46-50. Gibbs, D & O'Sullivan, K-A (2003). *Film Starts*. Morrabbin, VIC: Hawker Brownlow, pp.91-96 Additional suggested resources: e is for english: The Visual World: Film; Picture Books; Using Art in English; The Digital Age: Contemporary Media Anderson, M. & Jefferson, M. (2009). Teaching the Screen: Film Education for Generation Next. Crows Nest: Allen & Unwin.
MID SEMESTER BREAK		
Week 8: 8-9 October	Creative Writing Focus- Me and My Place · Practical strategies for getting students to write about their places and their communities · Engaging at risk students though creative writing · Linking literacy and creative writing · Creative Writing and The Australian Curriculum- A focus on Voice	Required reading: Castagna, F. (2012). Teaching Reading and Writing Through a Sense of Place. mETAphor, 3, 19-22 **Additional suggested resources:** 'Incredible Stories' unit of work: www.incrediblestories.net 'Me and My Place' unit of work: http://zunal.com/webquest.php?w=134208 'Neighbourhood Stories' *http://redroomcompany.org/projects/disappearing/* 'Westside Publications' www.byds.org.au 'Digital Storytelling' http://www.culturalexchange.nsw.edu.au/2011/06/digital-stories/ 'So You Want to be a Writer?' http://sites.google.com/site/writinginthewest2013/

Week Dates	Topic Focus	Readings and Resources
Assignment 2 due: Friday 17th October at 11.59 pm		
Week 9: 15-16 October	Drama and Shakespeare • Drama and oracy in English • Teaching Shakespeare through action – performance in the classroom; textual study • Role plays, improvisations, games & problem solving • Using podcasts, video clips for dramatic engagement	Required reading: Sawyer, W., & Watson, K. (1998) The revolution in the teaching of Shakespeare. In Sawyer, K., Watson, K., & Gold, E. *ReViewing English*. Sydney: St Clair Press. **Additional suggested resources:** Anderson, M., Hughes, J. & Manuel, J. (Eds.). (2008). *Drama and English Teaching. Imagination, Action and English*. South Melbourne, Victoria: Oxford University Press.
Week 10: 22-23 October	Gender and Secondary English • The relationship between text and gender • Gender in perspective: examining the issues that face English teachers • Approaches to teaching boys and girls in the English classroom – understanding the challenges and opportunities	Required reading: Gould, Louis (1972). *X: A Fabulous Child's Story*, retrieved from: http://www3.delta.edu/cmurbano/bio199/AIDS_Sexuality/BabyX.pdf Hamilton, Maggie. *What's Happening to Our Girls?* Penguin, 2009 pp 67-83 Connell, Robert. "Teaching the Boys: New Research on Masculinity, and Gender Strategies for Schools." *The Teachers College Record* 98, no. 2 (1996): 206–235. Additional suggested resources: e is for english: The Learning Environment: The Learner; Planning & Pedagogies
Week 11: 29-30 October	The Power of Language and Literacy • Language in use and language as a system • Developing knowledge of language: What is grammar? • Critical and multiple literacies: teaching strategies for English • The relationships of Language and literacy • Ideas for teaching language and the examination of meaning;	Required reading: Watson, K., Sawyer, W., Sharpe, T., & Thompson, J. (2004). Language in schools – some questions and answers. In *Reviewing English in the 21st Century (pp.217-226)*. Melbourne: Phoenix Education. Additional suggested resources: Manuel, J (2003) Effective strategies to address the needs of adolescents 13+ experiencing difficulties with reading: A review of the literature p. 3,5, pp. 28-64

Week Dates	Topic Focus	Readings and Resources
Week 12: 5-6 November	Revisiting Differentiation • The Learner: different needs, different strategies, different contexts • How to plan for difference • Equitable learning principles	Required reading: Connelly, J. (2004). Teachers of indigenous learners – shifting the discourse and troubling the pedagogy. In Sawyer, W. & Gold, E. (eds.). *Reviewing English in the 21st Century*. (pp. 149-158) Melbourne: Phoenix Education. Tolan, S. (2001). Is It a Cheetah? GT World Website Additional suggested resources: NSWDET (2004), *Curriculum Support English 7-12*, Teaching Gifted and Talented students in English. 9, 2, pp 3-4 Notes on Enhancing Metacognition in Gifted Children K-A O'Sullivan
Assignment 3 due: Friday 7th November at 11.59 pm		
Week 13: 12-13 November	Professional standards and Quality Teaching into the Future • Quality Teaching Programming: catering to diverse student needs; classroom applications • Reflective practice and critical evaluation of professional experience • Meeting Professional Teaching Standards • Preparing for professional accreditation: meeting the Institute's requirements • Casual teaching • Entering the profession	Required reading: Wilson, J. (2006). We are not alone…Mentoring new scheme teachers *mETAphor*, 2. 7-8 Hiebert, J., Gallimore, R., & Stigler, J.W. (2002) A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, 31(5), 3-15 **Additional suggested resources:** AITSL's Illustrations of Practice: http://www.teacherstandards.aitsl.edu.au/Illustrations
Assignment 4 due: Friday 21st November at 11.59 pm		

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 2. demonstrate a developed working knowledge of the syllabus documents for English Stages 4-6 and apply this to the development of specific teaching and learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: - plan activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities (tasks 2 and 3); - interpret the key competencies required to enhance student learning within the context of the English classroom (tasks 2, 3 and 4); - select and utilise resources across a wide range of types including the integration of ICT resources
- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based
- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through developing formative assessment for Stage 4

Assessment tasks

- Opinion piece on profession
- Unit of work for HSC study
- Exploring formative assessment
- Weekly quizzes

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they

participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- 5. demonstrate competency in their own utilisation of ICT skills through their preparation of teaching resources which are technology based

Assessment tasks

- Unit of work for HSC study
- Exploring formative assessment
- Reflective Composition

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 2. demonstrate a developed working knowledge of the syllabus documents for English Stages 4-6 and apply this to the development of specific teaching and learning contexts
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Assessment tasks

- Opinion piece on profession
- Unit of work for HSC study
- Exploring formative assessment
- Reflective Composition
- Weekly quizzes

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: - plan activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities (tasks 2 and 3); - interpret the key competencies required to enhance student learning within the context of the English classroom (tasks 2, 3 and 4); - select and utilise resources across a wide range of types including the integration of ICT resources
- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through developing formative assessment for Stage 4
- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching

Assessment tasks

- Opinion piece on profession

- Unit of work for HSC study

- Exploring formative assessment

- Weekly quizzes

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 2. demonstrate a developed working knowledge of the syllabus documents for English Stages 4-6 and apply this to the development of specific teaching and learning contexts

- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts

- 4. demonstrate developed skills and a knowledge of pedagogies to: - plan activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities (tasks 2 and 3); - interpret the key competencies required to enhance student learning within the context of the English classroom (tasks 2, 3 and 4); - select and utilise resources across a wide range of types including the integration of ICT resources

- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through developing formative assessment for Stage 4

Assessment tasks

- Opinion piece on profession

- Unit of work for HSC study

- Exploring formative assessment

- Weekly quizzes

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 2. demonstrate a developed working knowledge of the syllabus documents for English Stages 4-6 and apply this to the development of specific teaching and learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: - plan activities or lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities (tasks 2 and 3); - interpret the key competencies required to enhance student learning within the context of the English classroom (tasks 2, 3 and 4); - select and utilise resources across a wide range of types including the integration of ICT resources
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Assessment tasks

- Opinion piece on profession
- Unit of work for HSC study
- Exploring formative assessment
- Weekly quizzes

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 2. demonstrate a developed working knowledge of the syllabus documents for English Stages 4-6 and apply this to the development of specific teaching and learning contexts
- 3. identify and apply some key strategies and elements of responding to, composing, and critically studying a wide range of texts
- 4. demonstrate developed skills and a knowledge of pedagogies to: - plan activities or

lesson sequences compatible with the appropriate syllabus, based on students' interests, needs and abilities (tasks 2 and 3); - interpret the key competencies required to enhance student learning within the context of the English classroom (tasks 2, 3 and 4); - select and utilise resources across a wide range of types including the integration of ICT resources

- 6. demonstrate effective strategies, skills and classroom practices to enhance student learning through the development of a unit of HSC work, and through developing formative assessment for Stage 4
- 7. reflect critically on some of the key professional issues in their own current practices and identify the implications these have for their own future teaching

Assessment tasks

- Opinion piece on profession
- Unit of work for HSC study
- Exploring formative assessment
- Reflective Composition
- Weekly quizzes

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- 1. understand and reflect critically on the nature of English as a discipline within the context of the Secondary curriculum

Assessment tasks

- Opinion piece on profession
- Weekly quizzes

Changes from Previous Offering

In 2013, this unit was redesigned to reflect new curriculum and professional standards requirements. Consequently, there have been changes to the required readings and the assessment tasks have been revised for 2014 students in light of the publication of the 2012

English K-10 Syllabus (NSW) and the 2014 Stage 6 Prescriptions (2015-2020).