

## STRUCTURE AND ORGANISATION

English Studies is a 2-unit subject that consists of a text study and a text production study.

### **Text Study**

The text study comprises four shared studies and an individual study.

### **Shared Studies**

For the shared studies the teacher, in negotiation with the students, will choose the texts. The students, in association with their teachers, will undertake the following four studies:

- ?? A study of two single texts
- ?? A study of paired texts
- ?? A study of poetry
- ?? A critical reading study of short texts

Among the texts chosen by the teacher for the four shared studies there must be:

- ?? One film text
- ?? At least one extended prose text
- ?? At least one written drama text
- ?? At least 1000 lines of poetry , most of which must come from one of the anthologies in the list of prescribed texts
- ?? A range of short texts for the critical reading study.

## SELECTION OF TEXTS FOR SHARED STUDY

- ?? All texts for the shared studies must be chosen from the list of prescribed texts, except in the study of paired texts and the short texts for the critical reading study.
- ?? One of the texts for the study of paired texts must be chosen from the list but teachers may choose the second text from beyond the list. The second text may also come from the list if preferred.
- ?? Poetry may be studied as the second text of a pair, either as the work of a single poet or as an anthology of poems on a single theme.
- ?? Collections of short stories by a single author or on a single theme may also be used as the second text of a pair, as may a collection of short films by a single film-maker or on a single theme.
- ?? The compulsory text types (film, prose and drama) for the shared studies may be studied as a single text or as part of a pair.
- ?? A feature film, a television miniseries, or a collection of short films by a single film-maker or on a single theme may be chosen by students as part of their study of paired texts *or* their individual study. **However, no more than the equivalent of two feature films may be studied in the course as a whole.** This includes the texts chosen for the shared studies and the individual study.

## EFFECTIVE PAIRING OF TEXTS

?? Studying two texts in relation to each other allows students to widen their understanding of the constructed nature of texts and to gain a better understanding of the influence of sociocultural contexts in generating both the text and the response of the reader.

?? The influence of context on language and the way in which power, bias and discrimination are embedded in language can be considered. Studying one text in relation to another allows students to recognise that the same idea, experience, emotion or opinion can be explored in different ways.

?? By exploring ideas of intertextuality students can consider the choices made by authors and the interpretation made by readers.

?? *Focusing on narrative alone would not be sufficient to meet the learning outcomes.*

## EFFECTIVE PAIRING OF TEXTS

A key concept in effectively pairing two texts for critical or analytical purposes is the tension between similarity and difference. Teachers will need to be mindful of this when choosing the two texts for study. For example, very similar works by the same author may be a logical pairing but may not allow students to draw sufficient comparisons.

Similarly, two texts that are widely different in theme and style may be difficult to connect effectively.

The most productive pairings are those likely to provide ample scope for establishing both similarities and differences.

The options for establishing a link between the paired texts are as follows:

- ?? The same author.
- ?? A common theme, idea, or topic.
- ?? The same or a different historical or literary period.
- ?? The same genre or different genres.
- ?? Similar or contrasting cultural perspectives.

*More information on the options for pairing and strategies suitable for this study is available in the support materials on the SSABSA website ([www.ssabsa.sa.edu.au](http://www.ssabsa.sa.edu.au)).*

## ASSESSMENT COMPONENT 3: SHARED STUDIES

### Criteria for Judging Performance

Student's performance in the shared studies will be judged by the extent to which he or she demonstrates:

#### *understanding*

- ?? How well does the student show an understanding of the ideas in texts?
- ?? How clearly does the student explain authors' use of textual features to communicate ideas and influence the reader's response?
- ?? To what extent does the student recognise the characteristics of different text types?
- ?? How well does the student understand the role of audience, purpose, and form in a text?

#### *analysis and application*

- How well does the student clarify the role of the author in constructing texts?
- How aware is the student of the role of the reader in making meaning of texts?
- How precise is the student's response to the meaning and intention of the set question?
- How effectively and appropriately does the student use evidence from the texts to support an argument?
- How effectively does the student integrate quotations into the line of discussion?
- How effectively does the student compare and contrast texts to evaluate the role of sociocultural and situational contexts?

#### *communication*

- How accurate and fluent is the student's expression?
- How appropriate are the form and register for the audience and purpose?