Strand: Discipline-based Learning
Domain: English

Level 5

Learning Focus
‘Students begin to respond in more detached and critical ways to a wide range of print, visual, electronic and multimodal texts that explore familiar and more challenging themes and issues.....They explore the power of language and the ways it can influence roles and relationships and represent ideas, information and concepts.’

‘Students read and interpret texts that present some challenging issues....They develop a critical understanding about the ways that writers and producers of texts try to position readers to accept particular views of people, characters, events, ideas and information. They discuss the ways in which persuasive texts present opinions and evidence, justify positions and persuade.’

‘Students work cooperatively in discussion groups, using talk to explore and analyse challenging themes and issues.’

Further detail
A wide range of texts, including age appropriate novels and media articles, can be used to explore challenging themes around ‘coming out’ and same-sex attraction.

Dimension - Reading
Standard
‘At Level 5, students read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging themes and issues.....They infer meanings and messages in texts, analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.’

Dimension - Writing
Standard
‘They write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues.’
Level 6

Learning Focus
‘They **explore and interpret different perspectives on complex issues**, analysing how different texts are likely to be interpreted by different groups.’

‘Students use writing to **explore different perspectives on complex and challenging issues**.’

‘In spoken, written and multimodal texts students **apply their skills to planning and developing formal arguments about complex issues, and use evidence systematically to justify points of view and develop logical conclusions**.’

Standard
‘They write persuasive texts dealing with complex ideas and issues....’