

SIDE-BY-SIDE COMPARISON OF SYLLABUS RATIONALES

<i>ENGLISH</i>	<i>ESSENTIAL ENGLISH</i>	<i>LITERATURE</i>	<i>EAL</i>
The subject English focuses on the study of literary and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.	The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and to enable them to accept or challenge the values and attitudes in these texts.	The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.	The subject English as an Additional Language is designed to develop students' knowledge, understanding and skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts.
Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:			
<i>ENGLISH</i>	<i>ESSENTIAL ENGLISH</i>	<i>LITERATURE</i>	<i>EAL</i>
skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts	the skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including: everyday, social, community, further education and work-related contexts	the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts	the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
skills to make choices about generic structures, language, textual features and technologies to participate actively in literary analysis and the creation of texts in a range of modes, mediums and forms, and for a variety of purposes and audiences	written and creative skills to make choices about generic structures, language, textual elements [features?] and technologies to best convey meaning	the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms	the skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style	enjoyment of contemporary literary and non-literary texts, including digital texts.	enjoyment and appreciation of literary texts and the aesthetic use of language	enjoyment and appreciation of the English language.
creative thinking and imagination by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others	creative and imaginative thinking to explore their own world and the worlds of others	creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others	
critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences	active and critical interaction with a range of texts and an awareness of how the language they engage with positions them and others	exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences	exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
empathy for others and appreciation of different perspectives through a study of a range of literary and non-literary texts from diverse cultures and periods, including Australian texts.	an empathy for others and appreciation of different perspectives through a study of a range of texts from varied cultures, including Australian texts by Indigenous and non-Indigenous writers	an empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and Torres Strait Islander writers.	an empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and Torres Strait Islander writers.
	effective use of language to produce texts for a variety of purposes and audiences		
	the skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts		the development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies

NB. Some points of difference between the different syllabus rationales that would benefit from review have been signalled in **bold font**.