VCE English Language

Template for planning

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| Area of Study and Outcome Statement:Context / cohort:Description of unit: Other notes:  |
| Week | Activities | Resources | Outcomes / assessment |
| 1 | Introduction to the concept of register as a continuumSituational context (from Unit 1) and its impact on register (especially focus on functions as proposed by Jakobson as this is new for the 2024–2028 Study Design)Cultural context and its impact on registerStandard and non-Standard Australian English – what these are and clarifying that SAE does not automatically equal a formal register and vice versa |  |  |
| 2 | Phonological, semantic, morphological patterning – these are often found in both formal and informal texts, so it can be useful to have an overview of them to begin with |  |  |
| 3 | Lexicology: revision of word classes |  |  |
| 4 | Discourse: spoken discourse features and strategies and how they apply to informal spoken texts, including prosodics and paralinguistic features |  |  |
| 5 | Discourse: coherence and cohesion with a focus on informal written texts |  |  |
| 6 | Colloquial language, including slang, idioms, context-specific graphemes (such as emojis), swearing, non-Standard Australian English |  |  |
| 7–10 | The use of these language features for various purposes and intents as listed in the key knowledge: * encouraging intimacy, solidarity and equality (useful metalanguage: modal verbs, pronouns, prosodic features, inference)
* promoting linguistic innovation (useful metalanguage: word formation processes, phonological patterning, semantic patterning)
* promoting social harmony, negotiating social taboos and building rapport (useful metalanguage: euphemisms, dysphemisms, taboo language, slang)
* supporting in-group membership (useful metalanguage: jargon, slang, swearing, inference)
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| 11 | Introduction to types and uses of formal languageSyntax: uses of sentence types, sentence structures, syntactic patterning, active and passive voice in formal texts |  |  |
| 12 | Lexicology: uses of nominalisation and modality in formal textsDiscourse: revise coherence and cohesion from Outcome 1 with a focus on formality |  |  |

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| 13 | Discourse: revise spoken discourse features and strategies from Unit 3 Outcome 1 with a focus on formality, especially openings and closings (these are often formulaic or ritualistic in formal spoken texts), and topic management (this is often planned and structured more explicitly in formal spoken texts) |  |  |
| 14–18 | The use of these language features for various purposes and intents as listed in the key knowledge: * politeness strategies (useful metalanguage: modal verbs, pronouns)
* reinforcing social distance and authority (useful metalanguage: jargon, modal verbs, pronouns, proper nouns, passive voice, nominalisation)
* establishing expertise (useful metalanguage: jargon, modal verbs, pronouns, proper nouns, passive voice, nominalisation)
* promoting social harmony, negotiating social taboos and building rapport (useful metalanguage: euphemisms, taboo language, public language)
* clarifying, manipulating or obfuscating (useful metalanguage: doublespeak, jargon, proper nouns, declaratives, imperatives)
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