



## English Pathways

### What is English Pathways?

Subjects in the English Learning Area have a common focus on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking, and using information and communication technologies (ICTs) in appropriate ways and for different purposes. Students are encouraged to read, consider, and appreciate a wide range of texts in various forms and media.

### Why study English Pathways?

The study of English Pathways helps students to develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts.

The study of English Pathways also involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and/or vocational contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar.

### Course content of English Pathways

The content may be negotiated with the students, and there may be a focus on different contexts and/or texts within any class group. The specific contexts chosen for study may be vocational, cultural, and/or social.

#### Reading and Responding to Texts Study

The reading and responding to texts study focuses on students' shared or independent reading of texts. Students reflect critically on the ways in which texts are created for specific purposes and audiences, and consider how audiences interpret and appreciate these texts. Students explore the ways in which texts engage, inform, instruct, and connect readers. They analyse ideas, values, and beliefs represented in texts, and make connections with their own experiences, ideas, values, and beliefs.

#### Text Production Study

In the text production study, students examine a range of purposes for which texts can be produced. By considering different text types, students develop the ability to recognise the influence of language and textual conventions on readers' understanding of, and response to, texts. Students extend their English skills to equip them for current and future learning, community experiences, and participation in civic and vocational life.

#### Language Study

The language study is a product of independent study.

The primary focus of the language study is students' use of language skills to reflect and comment on the use of language by a group of people in their chosen context, which may be local or virtual, and may have national and global connections.

# English Pathways continued

## Assessment Components

Assessment in English Pathways consists of the following components, weighted as shown:

School Based Component: 70%

- Assessment Type 1: Text Analysis (35%)
- Assessment Type 2: Text Production (35%)

Externally Moderated Component: 30%

- Assessment Type 3: Language Study.

## Required Text(s) for English Pathways

The texts studied in Stage 2 English Pathways are left to the discretion of individual teachers. There are no core texts for the English Communications curriculum.

## What are the prerequisites?

In order to be eligible for Stage 2 English Pathways, you must receive a C passing grade for Stage 1 English course.

## Learning Requirements of the Course

In this subject, students are expected to:

1. demonstrate clear, accurate, and appropriate communication skills through reading, viewing, writing, composing, listening, and speaking
2. establish connections with people in vocational, cultural, or social contexts, through personal and critical engagement with texts and language
3. reflect critically on the ways in which texts are created for specific purposes and audiences
4. use language skills to interact and work effectively with other people, and to solve problems
5. identify and reflect on the cultural, social, and technical role of language and texts in supporting effective interactions in different contexts
6. compose texts in which language is used for critical, personal, vocational, or creative purposes.



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## Contact Details

For more information about studying Year 12 at Trinity College Senior, please contact the Head of Year 12 on 8523 8705 or visit: [www.trinity.sa.edu.au/curriculum/index.htm](http://www.trinity.sa.edu.au/curriculum/index.htm)

## Further Information

More information about SACE may be obtained from the SACE Board of South Australia webpage at: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)