YEAR 12 STARTER KIT | 2027

English

Critical analysis, creative expression, and powerful communication

SACE Stage 2 | South Australia

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Welcome to Stage 2 English

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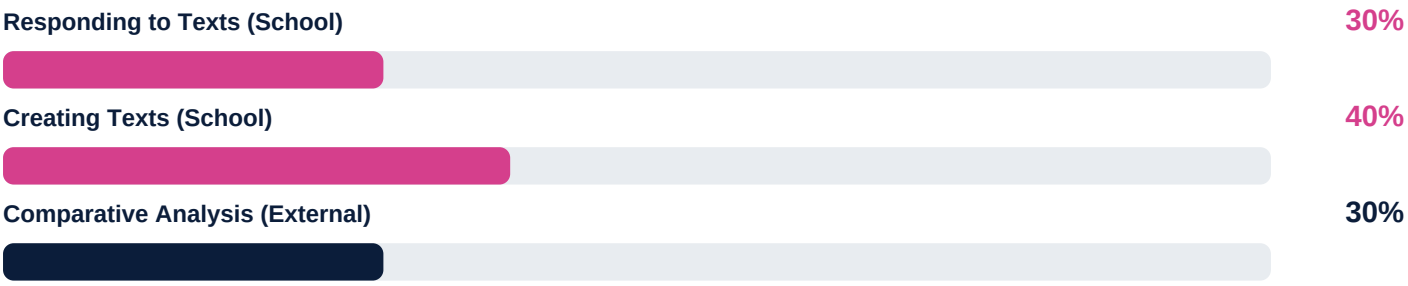
What You Should Know from Stage 1

Before diving into Stage 2 English, make sure you're confident with these Stage 1 foundations. If any feel shaky, revise them in the holidays — it'll make your Year 12 start so much smoother.

- [x] Essay writing and text analysis
- [x] Understanding of literary techniques
- [x] Experience with different text types
- [x] Oral presentation skills
- [x] Research and referencing

How You'll Be Assessed

Stage 2 English is assessed through school assessment (70%) and external assessment (30%). Here's the breakdown:



Topics You'll Cover

Stage 2 English is organised into 3 main topics. Each topic builds on the last, so staying on top of the content week by week is crucial.

1 Responding to Texts

- Analysing language features and stylistic techniques
- Exploring ideas, perspectives, and cultural contexts
- Comparing texts across different text types
- Evaluating how context shapes meaning
- Shared and independently chosen texts

2 Creating Texts

- Writing for different purposes (persuasive, imaginative, analytical)
- Developing personal voice and style
- Experimenting with language and text conventions
- Writer's statement — justifying creative decisions
- Self-editing, drafting, and refining

3 Comparative Analysis (External)

- Comparing two independently chosen texts
- Evaluating language features and conventions
- Analysing how texts represent ideas and perspectives
- Independent research and critical thinking
- Maximum 2000 words

Key Frameworks and Concepts

These are some of the most important formulas and concepts you'll use throughout the year. Bookmark this page — you'll come back to it often.

TEEL: Topic, Explain, Evidence, Link

Paragraph structure for analytical writing

Language features: metaphor, simile, imagery, symbolism

Key literary techniques to identify

Context: historical, social, cultural, political

Lenses for analysing texts

Tone + mood + register = voice

Elements that create a writer's voice

Audience + purpose + context = text type

Framework for creating texts

Insider Tips from Our Tutors

! Text Categories for AT1

You must respond to texts from at least 2 categories: (1) extended texts like novels, (2) poetry, (3) drama, (4) film/TV, (5) media texts. At least one response must be written and at least one oral/multimodal. Written responses total max 2000 words; oral max 6 minutes.

! Creating Texts — Variety Matters

You create 2-3 texts plus a writer's statement (max 1000 words). Your texts must show variety in text type, purpose, and/or audience. Total max 4000 words (3000 for texts + 1000 for writer's statement). The writer's statement is where you explain and justify your creative choices.

! Comparative Analysis Strategy

Your external assessment compares two self-chosen texts (max 2000 words). Pick texts with enough in common to compare meaningfully but enough difference to sustain analysis. Start reading widely early in the year so you have strong text options.

Common Mistakes to Avoid

Our tutors have seen these mistakes cost students marks year after year. Learn from others' errors so you don't repeat them.

X Retelling the story instead of analysing

The marker wants analysis of HOW the author creates meaning, not a summary of WHAT happens. Every paragraph should name a technique and explain its effect.

X Generic writer's statement

Your writer's statement must justify YOUR creative decisions — why you chose that form, audience, language. "I used imagery to engage the reader" is too vague. Be specific.

X Comparative analysis: treating texts separately

The external assessment requires genuine comparison — not Text A then Text B. Each paragraph should weave both texts together around a shared idea or technique.

Your Year 12 Study Timeline

A term-by-term plan to stay on top of Stage 2 English. Adapt this to your school's order of topics, but keep the revision schedule tight.

Term 1 (Weeks 1-10)

- Begin reading your shared and chosen texts
- Start first Responding to Texts task
- Build a glossary of literary techniques with examples

Term 2 (Weeks 1-10)

- Complete Responding to Texts tasks (AT1)
- Start Creating Texts (AT2) — experiment with forms and voices
- Begin selecting texts for your Comparative Analysis

Term 3 (Weeks 1-10)

- Finalise Creating Texts + writer's statement
- Draft your Comparative Analysis — get teacher feedback early
- Finalise all school assessment tasks

Term 4 / Exam Prep

- Refine and polish your Comparative Analysis (max 2000 words)
- Proofread carefully — errors in your external piece hurt your grade
- Have someone else read your comparative for clarity and flow

Exam Day Strategies

When exam day arrives, these strategies will help you maximise your marks. Print this page and stick it on your wall in the weeks leading up.

Strategy 1

The Comparative Analysis is submitted, not sat in an exam hall. Use this to your advantage — draft, revise, and polish multiple times.

Strategy 2

Use the TEEL structure (Topic, Explain, Evidence, Link) for every analytical paragraph.

Strategy 3

Quote SHORT, specific evidence. Long block quotes waste your word count. A well-chosen phrase is more powerful.

Strategy 4

Your writer's statement is worth marks. Don't rush it — it shows the marker you made deliberate, informed choices.

Ready to Ace English?

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