

2021 HSC ENGLISH

ADVANCED

COURSE BOOKLET



Dear Year 12 Students,

Welcome back to the literary adventures of Year 12 English Advanced. The aim of this booklet is to provide you with an overview of what is to be expected for the year ahead. In this booklet, you will find useful information regarding assessments, HSC exam specifications, modules to be studied and the relevant rubrics.

Information in this booklet is to be used as a guide only. Dates may change according to calendar variations to routine. Although we endeavour to work closely within the timeframes outlined, there may be occasions where this will need to be altered slightly to meet the demands of the school curriculum. It will be your responsibility to work closely with your class teacher over the course of the year to ensure you are aware of any possible changes and to ask clarifying questions whenever you need to do so.

Your English Faculty

SCOPE AND SEQUENCE

Scope and Sequence Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Module	Common Module: Texts and Human Experiences							Module C: The Craft of Writing		
Unit overview	Students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.							Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision. This will include a particular focus on reflection.		
Texts	Prescribed: <i>The Crucible</i> , Arthur Miller Student-selected related text (assessed internally)							<i>That Crafty Feeling</i> , Zadie Smith		
Syllabus Outcomes linked to assessment	EA12-1, EA12-6							EA12-5, EA12-9		

Scope and Sequence Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Module	Module C: The Craft of Writing			Module A: Textual Conversations						
Unit overview	Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.			Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.						
Texts	<i>Spotty-Handed Villainesses</i> , Margaret Atwood			<i>Hag-Seed</i> , Margaret Atwood AND <i>The Tempest</i> , William Shakespeare						
Syllabus Outcomes linked to assessment	EA12-5, EA12-9			EA12-2, EA12-4, EA12-8						

Scope and Sequence Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Module	<i>Module A continued</i>		Module C: The Craft of Writing		Module B: Critical Study of Literature					
Unit overview	<i>See above</i>		Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.		Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.					
Texts	<i>See above</i>		<i>Metamorphosis, Franz Kafka Love and Honour and Pity and Pride and Compassion and Sacrifice, Nam Le</i>		<i>Good Night, and Good Luck, George Clooney</i>					
Syllabus Outcomes linked to assessment	<i>See above</i>		EA12-5, EA12-9		EA12-3, EA12-7 (assessed in Trial Examinations)					

Scope and Sequence Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Module	Revision of content, skills and expectations		Trial Examinations		Module C: The Craft of Writing		Revision of content, skills and expectation			

RUBRIC INFORMATION

Common Module – Texts and Human Experiences

In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.

Students explore how texts may give insight into the anomalies, paradoxes and inconsistencies in human behaviour and motivations, inviting the responder to see the world differently, to challenge assumptions, ignite new ideas or reflect personally. They may also consider the role of storytelling throughout time to express and reflect particular lives and cultures. By responding to a range of texts they further develop skills and confidence using various literary devices, language concepts, modes and media to formulate a considered response to texts.

Students study one prescribed text and a range of short texts that provide rich opportunities to further explore representations of human experiences illuminated in texts. They make increasingly informed judgements about how aspects of these texts, for example context, purpose, structure, stylistic and grammatical features, and form shape meaning. In addition, students select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world.

By responding and composing throughout the module students further develop a repertoire of skills in comprehending, interpreting and analysing complex texts. They examine how different modes and media use visual, verbal and/or digital language elements. They communicate ideas using figurative language to express universal themes and evaluative language to make informed judgements about texts. Students further develop skills in using metalanguage, correct grammar and syntax to analyse language and express a personal perspective about a text.

Module A: Textual Conversations

In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.

Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts. As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influences their perspectives and shapes their own compositions.

By responding imaginatively, interpretively and critically students explore and evaluate individual and common textual features, concepts and values. They further develop skills in analysing the ways that various language concepts, for example motif, allusion and intertextuality, connect and distinguish texts and how innovating with language concepts, form and style can shape new

meaning. They develop appropriate analytical and evaluative language required to compose informed, cohesive responses using appropriate terminology, grammar, syntax and structure.

By composing critical and creative texts in a range of modes and media, students develop the confidence, skills and appreciation to express a considered personal perspective.

Module B: Critical Study of Literature

In this module, students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text. Through increasingly informed and personal responses to the text in its entirety, students understand the distinctive qualities of the text, notions of textual integrity and significance.

Students study one prescribed text. Central to this study is the close analysis of the text's construction, content and language to develop students' own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they evaluate notions of context with regard to the text's composition and reception; investigate and evaluate the perspectives of others; and explore the ideas in the text, further strengthening their informed personal perspective.

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text's specific language features and form. They express complex ideas precisely and cohesively using appropriate register, structure and modality. They draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately.

Opportunities for students to engage deeply with the text as a responder and composer further develops personal and intellectual connections with the text, enabling them to express their considered perspective of its value and meaning.

Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

Students appreciate, examine and analyse at least two short prescribed texts as well as texts from their own wide reading, as models and stimulus for the development of their own complex ideas and written expression. They evaluate how writers use language creatively and imaginatively for a range of purposes; to express insights, evoke emotion, describe the wonder of the natural world, shape a perspective or to share an aesthetic vision.

Through the study of enduring, quality texts of the past as well as recognised contemporary works, students appreciate, analyse and evaluate the versatility, power and aesthetics of language. Through considered appraisal and imaginative engagement with texts, students reflect on the complex and recursive processes of writing to further develop their self-expression and apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore various concepts through discussion and speculation. Throughout the stages of drafting and revising students experiment with various figurative, rhetorical and linguistic devices, for example allusion, imagery, narrative voice, characterisation, and tone. Students consider purpose, audience and context to

deliberately shape meaning. During the editing stages students apply the conventions of syntax, spelling, punctuation and grammar appropriately and effectively for publication.

Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing highly crafted imaginative, discursive, persuasive and informative texts.

Note: Students may revisit prescribed texts from other modules to enhance their experiences of quality writing.

ASSESSMENT SCHEDULE

Syllabus Outcomes

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 investigates and evaluates the relationships between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment Program (dates may vary according to variations to calendar)

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Prescribed and related text assessed in class Texts and Human Experiences	Multimodal online submission Textual Conversations	Imaginative response and reflection in class The Craft of Writing	Trial HSC Examination Common Module Module A Module B Module C (5%)	
Timing	Term 4, Week 8	Term 2, Week 2	Term 2, Week 10	Term 3, Weeks 3–5	
Outcomes assessed	EA12-1, EA12-6	EA12-2, EA12-4, EA12-8	EA12-5, EA12-9	EA12-3, EA12-7	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	10	15	50
Total %	25	25	20	30	100

ENGLISH ADVANCED HSC EXAMINATION SPECIFICATIONS

The examination will consist of two written examination papers worth 100 marks.

Paper 1: Common Module – Texts and Human Experiences

The time allowed is 1 hour and 30 minutes plus 10 minutes reading time.

The paper will consist of two sections.

Section I (20 marks)

There will be four to five short-answer questions.

Questions may contain parts.

Questions will be based on stimulus and/or unseen texts related to the Common Module.

At least two items will be common to English Standard.

Section II (20 marks)

There will be one question.

The question will require a sustained response based on the candidate's prescribed text.

This question may include stimulus and/or unseen texts.

This question will be common to English Studies, English Standard and English Advanced.

Paper 2: Modules

The time allowed is 2 hours plus 5 minutes reading time.

The paper will consist of three sections.

Section I: Module A (20 marks)

There will be one question.

The question will require a sustained response based on the candidate's prescribed texts.

This question may include a stimulus.

Section II: Module B (20 marks)

There will be one question.

The question will require a sustained response based on the candidate's prescribed text.

This question may include a stimulus.

Section III: Module C (20 marks)

There will be one question.

The question may contain up to two parts.

The question will require an imaginative, discursive, persuasive, informative or reflective response.

The question may require students to reflect on one or more of their prescribed texts.

This question may include a stimulus and/or unseen texts.