

# 2021 HSC ENGLISH

## EAL/D

# COURSE BOOKLET



Dear Year 12 Students,

Welcome back to the literary adventures of Year 12 English EAL/D. 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	Module A: Texts and Human Experiences								Module D: Focus on Writing	
Unit overview	Students interpret and respond to texts that deal with the question of what it means to be human. They experiment with different approaches to textual appreciation and analysis and consolidate and build on skills in responding and composing from the Year 11 English EAL/D course.								Students design and present a range of texts, appropriate to the module being studied, to communicate information, ideas, attitudes and values for different purposes, audiences and contexts.	
Texts	<i>Past the Shallows</i> , Favel Parrett Student-selected related text (assessed internally)								Related material and student compositions	
Syllabus Outcomes linked to assessment	EAL12-1A, EAL121-B, EAL12-6								EAL12-5, EAL12-9	

<b>Scope and Sequence Term 1</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
Module	Module D: Focus on Writing			Module B: Language, Identity and Culture						
Unit overview	Students design and present a range of texts, appropriate to the module being studied, to communicate information, ideas, attitudes and values for different purposes, audiences and contexts.			Language has the power to both reflect and shape individual and collective identity. In this module, students explore and analyse the ways that language is used to express the complexities and subtleties of personal, social and cultural identity.						
Texts	Related material and student compositions			<i>Contemporary Asian Australian Poets</i> , Adam Aitken, Kim Cheng Boey and Michelle Cahill (eds)						
Syllabus Outcomes linked to assessment	EAL12-5, EAL12-9			EAL12-2, EAL12-4, EAL12-8						

<b>Scope and Sequence Term 2</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
Module	Module D: Focus on Writing		Module C: Close Study of Text							
Unit overview	Students design and present a range of texts, appropriate to the module being studied, to communicate information, ideas, attitudes and values for different purposes, audiences and contexts.		Students develop an informed understanding, knowledge and appreciation of a substantial text. They explore information, ideas, attitudes and values that are communicated in and through the text, and they examine and reflect on the ways in which the content, form and language of the text have been composed and assembled.							
Texts	Related material and student compositions		<i>The Truman Show</i> , Peter Weir							
Syllabus Outcomes linked to assessment	EAL12-5, EAL12-9		EAL12-3, EAL12-7 (assessed in Trial Examinations)							

<b>Scope and Sequence Term 3</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
Module	Revision of content, skills and expectations		Trial Examinations		Module D: Focus on Writing		Revision of content, skills and expectation			

## **RUBRIC INFORMATION**

### **Module A – Texts and Human Experiences**

In this module, students interpret and respond to texts that deal with the question of what it means to be human. They experiment with different approaches to textual appreciation and analysis and consolidate and build on skills in responding and composing from the Year 11 English EAL/D course.

Students explore a range of short texts in a variety of forms and media and they undertake study of one prescribed text. They examine experiences that are represented in texts and they consider and reflect on human qualities and emotions associated with, or arising from, those experiences. In addition, they select one related text and draw from personal experience to make connections between themselves, the world of the text and their wider world. Students reflect on 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 consider the role of storytelling throughout time in communicating and reflecting the human experience. They compare and contrast different versions and accounts of events, personalities, situations and states of being in and across texts, and they investigate and evaluate representations and interpretations of human motivations and behaviour. They compose their own analytical, interpretive and imaginative texts in response to the texts they have studied, and to communicate personal and fictional experiences and perspectives.

Students explore and analyse the ways in which texts are acts of representation. They consider the purpose and context of texts, and describe and evaluate the use of structural, stylistic and linguistic elements to represent human traits, aspirations and behaviours. Explicit, targeted English language study centres on point of view, distinctions and connections between composers, narrators or personas, and characters in texts, and the use of descriptive and expressive language to represent aspects of the 'human condition'. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

### **Module B: Language, Identity and Culture**

Language has the power to both reflect and shape individual and collective identity. In this module, students explore and analyse the ways that language is used to express the complexities and subtleties of personal, social and cultural identity. They investigate how textual forms and conventions and language structures and features are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other peoples. Students also consider the impact texts have on shaping individuals' or communities' sense of identity.

Through the study of one prescribed text and a selection of related material, students develop awareness and understanding of how our perceptions of and relationships with others and the world are shaped by written, spoken and visual language. Through close language study, and by experimenting with different language choices, they consider and reflect on ways that texts affirm or challenge prevailing assumptions and beliefs about individuals and lifestyles, and about social and cultural groupings. They consider representations of and perspectives on culture and identity and they investigate and reflect on their own and others' experiences of adapting to changed circumstances.

Composition focuses on experimentation with variations of purpose, audience and form to create representations of selfhood, affiliation and heritage. Explicit, targeted English language study centres on the Australian vernacular, idioms, colloquialisms and other forms of cultural expression, and the ways that textual forms and features are used to represent aspects of individual and/or collective identity. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

### **Module C: Close Study of Text**

In this module, students develop an informed understanding, knowledge and appreciation of a substantial text. They explore information, ideas, attitudes and values that are communicated in and through the text, and they examine and reflect on the ways in which the content, form and language of the text have been composed and assembled.

Students study one text chosen from the list of prescribed texts. They engage in extensive exploration and interpretation of the text and the ways the composer (the author, poet, playwright, director, designer and so on) portrays people, ideas and events in the text. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to the text. Students produce personal, critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features.

Explicit, targeted English language study centres on the conventions of form, structure and style particular to the category of text, and investigation and analysis of how these conventions have been manipulated by the composer in order to achieve particular effects. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

### **Module D: Focus on Writing**

In this concurrent module, students develop and refine their knowledge and skills in writing, speaking and representing. They design and present a range of texts, appropriate to the module being studied, to communicate information, ideas, attitudes and values for different purposes, audiences and contexts.

Students analyse, evaluate and reflect on the expressive, aesthetic and imaginative qualities of the written, spoken and multimodal texts studied in their other HSC modules. Using these texts as models and inspiration, they experiment with techniques, styles and forms in a range of modes and media to produce their own crafted works, for example creative, imaginative, critical, discursive, persuasive and informative texts. Through the process of writing they generate ideas, experiment with techniques, styles and forms, and reflect on the strengths and weaknesses in their compositions and their emerging proficiency as English language users.

Students develop and apply effective editing processes, including the use of assistive technologies, to plan, draft, revise, refine, proofread and publish texts. Explicit, targeted English language study includes research and referencing skills, and implementing and maintaining ethical practices and standards when responding to and composing texts. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately and with increased confidence and accuracy for their audience, context and purpose.

# ASSESSMENT SCHEDULE

## Syllabus Outcomes

**EAL12-1A** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EAL12-1B** communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts

**EAL12-2** uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

**EAL12-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

**EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

**EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

**EAL12-6** investigates and evaluates the relationships between texts

**EAL12-7** integrates understanding of the diverse ways texts can represent personal and public worlds

**EAL12-8** analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

**EAL12-9** reflects on, assesses 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	
<b>Nature of tasks</b>	<b>Prescribed and related text assessed in class</b>  Texts and Human Experiences	<b>Multimodal online submission &amp; listening task in class</b>  Language, Identity and Culture	<b>Written response and reflection</b>  Focus on Writing	<b>Trial HSC Examination</b>  Module A Module B Module C Module D	
<b>Timing</b>	Term 4, Week 8	Term 1, Week 11 (or the final week of Term 1)	Term 2, Week 10	Term 3, Weeks 3–5	
<b>Outcomes assessed</b>	EAL12-1A, EAL12-1B, EAL12-6	EAL12-2, EAL12-4, EAL12-8	EAL12-5, EAL12-9	EAL12-3, EAL12-7	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	15	15	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# ENGLISH EAL/D HSC EXAMINATION SPECIFICATIONS

The examination will consist of two written papers worth 85 marks and a listening paper worth 15 marks.

## **Paper 1: Module A and Focus on Writing**

The time allowed is 1 hour and 30 minutes plus 10 minutes reading time.  
The paper will consist of two sections.

### Section I: Module A – Texts and Human Experiences (30 marks)

This section consists of two parts.

#### *Part A (15 marks)*

There will be three or four questions based on stimulus and/or unseen texts related to Module A.

Questions may contain parts.

#### *Part B (15 marks)*

There will be one question based on the candidate's prescribed text.

This question may include a stimulus.

### Section II: Focus on Writing (15 marks)

There will be one question which may contain parts.

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

This question may include a stimulus and/or an unseen text.

## **Paper 2: Module B and Module C**

The time allowed is 1 hour plus 5 minutes reading time.

The paper will consist of two sections.

### Section I: Module B – Language, Identity and Culture (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 II: Module C – Close Study of Texts (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.

## **Listening Paper (15 marks)**

The time allowed is 30 minutes including listening time.

There will be four to six questions.

Questions may require an objective or short-answer response.

Listening material will relate to content explored in Module A and/or Module B.

Questions will assess the ability of candidates to listen with understanding and to respond to a range of verbal cues.