

2021 HSC ENGLISH STANDARD COURSE BOOKLET



Dear Year 12 Students,

Welcome back to the literary adventures of Year 12 English Standard. 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 | 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 write for a range of authentic audiences and purposes to convey ideas with power and increasing precision. This will include a focus on reflection. | | |
| Texts | Prescribed: <i>Billy Elliot</i> , Stephen Daldry Student-selected related text (assessed internally) | | | | | | | <i>Dear Mrs Dunkley</i> , Helen Garner | | |
| Syllabus Outcomes linked to assessment | EN12-1, EN12-6 | | | | | | | EN12-5, EN12-9 | | |

| 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: Language, Identity and Culture | | | | | | |
| Unit overview | Students write for a range of authentic audiences and purposes to convey ideas with power and increasing precision. | | | Students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups. | | | | | | |
| Texts | <i>The Sporting Spirit</i> , George Orwell | | | <i>Contemporary Asian Australian Poets</i> , Adam Aitken, Kim Cheng Boey and Michelle Cahill (eds) | | | | | | |
| Syllabus Outcomes linked to assessment | EN12-5, EN12-9 | | | EN12-2, EN12-4, EN12-8 | | | | | | |

| 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: Close Study of Literature | | | | | |
| Unit overview | <i>See above</i> | | Students write for a range of authentic audiences and purposes to convey ideas with power and increasing precision. | | Students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities. | | | | | |
| Texts | <i>See above</i> | | <i>The Pedestrian</i> , Ray Bradbury <i>Home</i> , Catherine Cole | | <i>Feed</i> , M.T. Anderson | | | | | |
| Syllabus Outcomes linked to assessment | <i>See above</i> | | EN12-5, EN12-9 | | EN12-3, EN12-7 (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: Language, Identity and Culture

Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.

Students study one prescribed text in detail, as well as a range of textual material to explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts. They investigate how textual forms and conventions, as well as language structures and features, are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other people and various cultural perspectives.

Through reading, viewing and listening, students analyse, assess and critique the specific language features and form of texts. In their responding and composing students develop increasingly complex arguments and express their ideas clearly and cohesively using appropriate register, structure and modality. Students also experiment with language and form to compose imaginative texts that explore representations of identity and culture, including their

own. Students draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately and for particular effects.

Module B: Close Study of Literature

In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.

Students study one text chosen from the list of prescribed texts. They engage in the extensive exploration and interpretation of the text and the ways composers (authors, poets, playwrights, directors, designers and so on) portray people, ideas, settings and situations in texts. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to it. Students produce critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features.

Through reading, viewing or listening, students analyse, assess and comment on the text's specific language features and form. They express increasingly complex ideas, clearly 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.

Through their analyses and assessment of the text and their own compositions, students further develop their personal and intellectual connections with, and enjoyment of the text, enabling them to express their informed personal interpretation of its significance and meaning.

Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

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

Through the study of texts drawn from enduring, quality texts of the past as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore ideas through discussion and speculations. Throughout the stages of drafting and revising, students experiment with a range of language forms and features for example imagery, rhetoric, voice, characterisation, point of view, dialogue and tone. Students consider purpose and audience to carefully 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 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

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 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 | |
|--|--|-------------------------------------|---|--|--------------------|
| Nature of tasks | Prescribed and related text assessed in class | Multimodal online submission | Imaginative response and reflection in class | Trial HSC Examination | |
| | Texts and Human Experiences | Language, Identity and Culture | The Craft of Writing | 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 | EN12-1, EN12-6 | EN12-2, EN12-4, EN12-8 | EN12-5, EN12-9 | EN12-3, EN12-7 | |
| 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 STANDARD 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 Advanced and at least two items will be common to English Studies.

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.