

# 2021 HSC ENGLISH STUDIES COURSE BOOKLET



Dear Year 12 Students,

Welcome back to the literary adventures of Year 12 English Studies. 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 A: We Are Australians |         |
| 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. |        |        |        |        |        |        |        | <i>See below</i>             |         |
| Texts                                  | <i>Billy Elliot</i> , Stephen Daldry  |        |        |        |        |        |        |        | <i>See below</i>             |         |
| Syllabus Outcomes linked to assessment | ES12-1, ES12-5, ES12-8  |        |        |        |        |        |        |        | <i>See below</i>             |         |

| 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 A: We Are Australians  |        |        |        |        |        | Module L: Who do I think I am?  |        |        |         |
| Unit overview                          | Students study a range of texts in order to develop awareness of complex aspects of Australian citizenship, community and cultural identity, and to develop language skills appropriate to participating in discussion and decision-making about these matters. |        |        |        |        |        | Students develop an understanding of language and texts typically used to express people's ideas, emotions and beliefs about themselves and their lives. As students respond to and compose texts, they learn about how an individual can share experiences and reveal beliefs, aspirations and talents through exploring how language is used in conversations, interviews, biographies, autobiographies and written reflections in a range of media, for example digital, print and visual. |        |        |         |
| Texts                                  | Selection of Australian texts (poetry, fiction and nonfiction)  |        |        |        |        |        | <i>The Human Experience</i> , Grassroots Films<br><i>Capital Letters</i> , Omar Musa<br><i>Why I Write</i> , Kosal Khiev,<br><i>To This Day</i> , Shane Koyczan<br>Extracts of <i>The Boat</i> , Nam Le   |        |        |         |
| Syllabus Outcomes linked to assessment | ES12-6, ES12-9 (assessed in Trial Examinations)   |        |        |        |        |        | ES12-4, ES12-7, ES12-10   |        |        |         |

| <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 L: Who do I think I am? |               |               | Module C: On the Road   |               |               |               |               |               |                |
| Unit overview                          | <i>See above</i>               |               |               | Students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry. Students develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to, and evaluating, issues and topics related to travel. |               |               |               |               |               |                |
| Texts                                  | <i>See above</i>               |               |               | Selection of travel literature (fiction and nonfiction)   |               |               |               |               |               |                |
| Syllabus Outcomes linked to assessment | <i>See above</i>               |               |               | ES12-2, ES12-3 (assessed in Writing Portfolio)  |               |               |               |               |               |                |

| <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 |               | 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: We Are Australians

Through the study of the module *We are Australians – English citizenship, community and cultural identity*, students study a range of texts in order to develop awareness of complex aspects of Australian citizenship, community and cultural identity, and to develop language skills appropriate to participating in discussion and decision-making about these matters.

Students develop understanding of, and practical competence in, the use of language relevant to conducting their lives as citizens and members of communities. They develop skills in accessing and comprehending information that will enable them to have increasingly informed views on matters of public interest and in expressing those views. They investigate the way language is used to represent issues and attitudes, and to influence and engage different audiences.

Students have the opportunity to engage with and critique literary texts that present, through an imaginative use of language, the diversity of cultures, peoples, perspectives and voices that contribute to Australian society as well as to Australia as a nation, including texts by and about Aboriginal and/or Torres Strait Islander Peoples. Students broaden their understanding of the relationships between personal identity, individual rights, community responsibilities and a sense of Australia's place in the world.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

### **Module C: On the Road**

Through the study of the module *On the Road – English and the experience of travel*, students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.

Students develop knowledge, understanding and skills in comprehending and using appropriate terminology, styles and language forms for analysing, discussing, responding to, and evaluating, issues and topics related to travel. They have opportunities to make judgements about travel advertisements, and locate and comprehend government advice about travel in various overseas countries.

This module provides students with opportunities to extend their skills in the use of subject-specific language in related subject areas across the curriculum, for example in studies of different cultures and societies, global issues and tourism. They may practise their numeracy skills through the examination of costs and the development of travel budgets and associated costs.

Students experience, engage with and critique literary texts that communicate, through an imaginative use of language, the profound effects that travel and journeying can have on human lives, and appreciate how literature can teach us about distant and different places and cultures. Texts may include longer works, for example novels, autobiographies, films, anthologies, television series, websites and plays.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

### **Module L: Who do I think I am?**

Through the study of the module *Who do I think I am? – English and the self*, students develop an understanding of language and texts typically used to express people's ideas, emotions and beliefs about themselves and their lives. As students respond to and compose texts, they learn about how an individual can share experiences and reveal beliefs, aspirations and talents through exploring how language is used in conversations, interviews, biographies, autobiographies and written reflections in a range of media, for example digital, print and visual. Students have opportunities to develop and express a positive view of themselves and their relationships and roles in families and communities through developing their understanding of the power of language to communicate and represent experience. They respond to and compose texts to explore and analyse language used to build and strengthen relationships and to communicate the achievements and feelings of individuals.

Students have the opportunity to develop their ability and willingness to communicate ideas in private and community forums, and to present themselves positively in a range of contexts, including more formal contexts, for example job interviews. They develop awareness of how to present their personal image appropriately and judiciously for a public audience. In doing so, students strengthen their skills in the preparation and presentation of portfolios that showcase their interests, abilities and achievements. Students experience, engage with and critique both short and sustained literary texts that focus on individuals 'telling their stories' imaginatively, in ways that explore issues of identity and self-worth.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

# ASSESSMENT SCHEDULE

## Syllabus Outcomes

**ES12-1** comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

**ES12-2** identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

**ES12-3** accesses, comprehends and uses information to communicate in a variety of ways

**ES12-4** composes proficient texts in different forms

**ES12-5** develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

**ES12-6** uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

**ES12-7** represents own ideas in critical, interpretive and imaginative texts

**ES12-8** understands and explains the relationships between texts

**ES12-9** identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

**ES12-10** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more 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 text assessed in class</b><br><br>Texts and Human Experiences | <b>Presentation in class</b><br><br>Who do I think I am? | <b>Writing portfolio of work across all Modules</b> | <b>Trial HSC Examination</b><br><br>Common Module<br>Module A<br>Module C<br>Module L |                    |
| <b>Timing</b>  | Term 4,<br>Week 8   | Term 2,<br>Week 2  | Term 2,<br>Week 10                                  | Term 3,<br>Weeks 3–5  |                    |
| <b>Outcomes assessed</b>   | ES12-1,<br>ES12-5,<br>ES12-8  | ES12-4,<br>ES12-7,<br>ES12-10                            | ES12-2,<br>ES12-3                                   | ES12-6,<br>ES12-9   |                    |
| <b>Components</b>  |   |  |   |   | <b>Weighting %</b> |
| Knowledge and understanding of course content  | 15  | 10   | 15  | 10  | <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>30</b>   | <b>20</b>   | <b>100</b>         |



# ENGLISH STUDIES HSC EXAMINATION SPECIFICATIONS

The examination will consist of one written examination paper worth 70 marks in total.

The time allowed is 2 hours and 30 minutes plus 10 minutes reading time.

The paper will consist of four sections.

## Section I: Common Module – Texts and Human Experiences (20 marks)

There will be five to six questions.

Questions may contain short-answer and objective-response 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: Common Module – Texts and Human Experiences (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.

## Section III: Elective modules (15 marks)

There will be one question.

The question will require a sustained response based on one of the candidate's chosen electives using the texts studied.

This question may include a stimulus.

## Section IV: Writing Skills (15 marks)

There will be one question.

The question will require an imaginative, persuasive, informative or reflective response to stimulus and/or unseen text.