

# 2021 YEAR 11 ENGLISH

## ADVANCED

## COURSE BOOKLET



Dear Year 11 Students,

Welcome to senior English. 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, 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. We encourage you to seek academic support where necessary to ensure you are using this time to prepare for Year 12.

Your English Faculty

## SCOPE AND SEQUENCE

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	Common Module: Reading to Write: Transition to Senior English									
Unit overview	Students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.									
Texts	Poetry will be the core study in addition to a selection of prose and film texts pertaining to the Romantic, Modernist and Postmodernist paradigms									
Syllabus Outcomes linked to assessment	EA11-3, EA11-5, EA11-9									

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	Module A: Narratives that Shape our World									
Unit overview	Students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They consider the powerful role of stories and storytelling as a feature of narrative in past and present societies.									
Texts	<i>Othello</i> , William Shakespeare <b>AND</b> <i>New Boy</i> , Tracey Chevalier									
Syllabus Outcomes linked to assessment	EA11-4, EA11-6, EA11-8									

<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	Module B: Critical Study of Literature							Yearly Examinations		Revision of skills prior to HSC course
Unit overview	Students develop analytical and critical knowledge, understanding and appreciation of a literary text. Through increasingly informed personal responses to the text in its entirety, students develop understanding of the distinctive qualities of the text and notions of textual integrity.									
Texts	<i>Pleasantville</i> , Gary Ross in addition to a selection of non-fiction texts relating to the film's context									
Syllabus Outcomes linked to assessment	EA11-1, EA11-2, EA11-7									

**Example and text's interaction with wider concepts and context:**

- Link to overall purpose or meaning of the text, and how it explains/engages with the world outside of the text
- Consider philosophical/cultural/political/social significance of ideas being discussed in example and text and further in previous analysis

*Focus: Audience reception*

**Significance of example within text:**

- Explain why this example is important within the text – a) at that point in the text; b) on the text as a whole: impact on narrative, development of characters, creation or continuation of motif, thematic concern emerging, overall impact on tone and/or mood etc.

**Construction of example (language focused):**

- Decisions the composer made in the construction of the example – include textual features/techniques
- What meaning do these decisions create i.e. what does the metaphor mean, why has the director used this film technique etc.

**Example:**  
Provide example here – either direct quote or description of visual feature or other textual element

- Tone and/or mood created

Supporting examples:

- Examples from other parts of text which help to explicate significance of main example – showing character development, previously established or continuance of motif, development or alteration in tone and/or mood etc.
- Some discreet analysis of these sub-examples may be useful

*Focus: Composer intention*

- Links to context – both of composer and current audiences or audiences of other relevant contexts
- Situate text and example within wider literary/cultural trends if relevant

### Example and text's interaction with wider concepts and context:

- Shakespeare displaying the moral horror of violence without noble purpose – Macbeth driven only by inchoate ambition. Duncan's regicide leads to chain of events which leave Macbeth driven beyond normal human conception of the world, stranded in a sea of blood of his own making. Macbeth moves inexorably from first murder to the assassination of women and children, showing the deadening effect of violent actions on moral sense and understanding of the world.

#### Significance of example within text:

- Shows effect of Macbeth's actions on his psyche and perspective – sees himself as moving towards some unknown goal, unmoored from any sense of conventional moral sense
- The blood in which he is 'stepp'd' has become his reality – violence has become his world, and only method of moving through it

#### Construction of example:

- Metaphor – lake of blood
- 'Returning were as tedious...' – Macbeth sees no difference between continuing violence and attempting to rescind it

#### Example:

"I am in blood  
Stepp'd in so far that, should I wade no more,  
Returning were as tedious as go o'er"

- Tone and syntax – Macbeth is 'wading' – sense of heaviness and effort, but the effort is merely 'tedious' – no recognition of the moral weight of violence

#### Supporting examples:

- Connects to his conclusion that 'Life's but a walking shadow' – bloodshed has led to conclusion that existence has no meaning
- Lacks even his 'black and deep desires' – driven forward seemingly without any sense of want, only the need to continue
- Shortly precedes decision to 'give to the edge o' the sword' to Macduff's family and castle

## **RUBRIC INFORMATION**

**NOTE:** Over the course of each of the Modules, you will be required to reflect, refine and strengthen your skills in producing crafted, imaginative, discursive, persuasive and informative texts. These text types will be explicitly taught throughout the year.

### **Common Module: Reading to Write – Transition to Senior English**

In this module, students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers. Students read texts that are engaging thematically, aesthetically, stylistically and/or conceptually to inspire or provoke them to critique skilfully, or to respond imaginatively. Through the study of texts, students develop insights into the world around them, deepen their understanding of themselves and the lives of others, and enhance their enjoyment of reading.

The careful selection of critical and creative texts that address the needs and interests of students provides opportunities for them to increase the command of their own written expression, and empower them with the confidence, skills and agility to employ language precisely, appropriately and creatively for a variety of purposes.

Wide reading and reflection provides students with the opportunity to make deeper connections and identify distinctions between texts to enhance their understanding of how knowledge of language patterns, structures and features can be applied to unfamiliar texts. Through imaginative re-creation students deepen their engagement with texts and investigate the role of written language in different modes, and how elements, for example tone, voice and image, contribute to the way that meaning is made. By exploring texts that are connected by form, point of view, genre or theme, students examine how purpose, audience and context shape meaning and influence responses.

Through responding and composing for a range of purposes and audiences students further develop skills in comprehension, analysis, interpretation and evaluation. They investigate how various language forms and features, for example structure, tone, imagery and syntax are used for particular effect. They analyse and assess texts using appropriate terminology, register and modality. By reading and writing complex texts they broaden the repertoire of their vocabulary and extend control of spelling, punctuation and grammar to gain further understanding of how their own distinctive voice may be expressed for specific purposes.

### **Module A: Narratives that Shape our World**

In this module, students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They consider the powerful role of stories and storytelling as a feature of narrative in past and present societies, as a way of: connecting people within and across cultures, communities and historical eras; inspiring change or consolidating stability; revealing, affirming or questioning cultural practices; sharing collective or individual experiences; or celebrating aesthetic achievement. Students deepen their understanding of how narrative shapes meaning in a range of modes, media and forms, and

how it influences the way that individuals and communities understand and represent themselves.

Students analyse and evaluate one or more print, digital and/or multimodal texts to explore how narratives are shaped by the context and values of composers (authors, poets, playwrights, directors, designers and so on) and responders alike. They may investigate how narratives can be appropriated, reimagined or reconceptualised for new audiences. By using narrative in their own compositions students increase their confidence and enjoyment to express personal and public worlds in creative ways.

Students investigate how an author's use of textual structures, language and stylistic features are crafted for particular purposes, audiences and effects. They examine conventions of narrative, for example setting, voice, point of view, imagery and characterisation and analyse how these are used to shape meaning. Students also explore how rhetorical devices enhance the power of narrative in other textual forms, including persuasive texts. They further develop and apply the conventions of syntax, spelling, punctuation and grammar for specific purposes and effect.

Students work individually and collaboratively to evaluate and refine their own use of narrative devices to creatively express complex ideas about their world in a variety of modes for a range of purposes and critically evaluate the use of narrative devices by other composers.

## **Module B: Critical Study of Literature**

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

Students study one text appropriate to their needs and interests. Central to this study is the exploration of how the author's ideas are expressed in the text through an analysis of its construction, content and language. Students develop their own interpretation of the text, basing their judgements on evidence drawn from their research and reading, enabling the development of a deeper and richer understanding of the text. In doing so, they consider notions of contexts with regard to the text's composition and reception; investigate the perspectives of others; and explore the ideas in the text, further strengthening their personal perspective on the text.

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of a text by composing creative and critical texts of their own. Through reading, viewing or listening they analyse, evaluate 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.

Opportunities to engage deeply with the text as a responder and composer further develops personal and intellectual connections with this text, enabling students to express their informed personal view of its meaning and value.

# ASSESSMENT SCHEDULE

## Syllabus Outcomes

**EA11-1** responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EA11-2** uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

**EA11-3** analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

**EA11-4** strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

**EA11-5** thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

**EA11-6** investigates and evaluates the relationships between texts

**EA11-7** evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

**EA11-8** explains and evaluates cultural assumptions and values in texts and their effects on meaning

**EA11-9** reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

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

Task number	Task 1	Task 2	Task 3	
	<b>Imaginative text with reflection statement</b>  Common Module: Reading to Write: Transition to Senior English	<b>Multimodal presentation</b>  Module A: Narratives That Shape Our World	<b>Yearly Examination Paper</b>  Common Module Module A Module B	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 8 & 9	
<b>Outcomes Assessed</b>	EA11-3, EA11-5, EA11-9	EA11-4, EA11-6, EA11-8	EA11-1, EA11-2, EA11-7	
<b>Formative Task</b>	Writing Portfolio – formative portfolio of writing in types of texts across the year			
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>