

2021 YEAR 11 ENGLISH

EAL/D

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	Module A: Language and Texts in Context									
Unit overview	This module focuses on comprehension, language analysis and developing students' personal, critical and creative responses through interpreting and responding to short texts, for example extracts. They compare and contrast texts and their purposes, audiences and contexts.									
Texts	<i>Becoming Kirrali Lewis</i> , Jane Harrison and a range of Australian texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts. Prescribed text gives insights into diverse experiences of Aboriginal people.									
Syllabus Outcomes linked to assessment	EAL11-3, EAL11-5, EA11-6, EAL11-9									

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 B: Close Study of Text									
Unit overview	Students develop understanding, knowledge and appreciation of a substantial literary text. They explore information and ideas that are communicated in and through the text, and they consider the ways in which the content, form and language of the text have been composed and assembled.									
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	EA11-4, EA11-8									

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	Module C: Texts and Society							Yearly Examinations		Revision of skills prior to HSC course
Unit overview	Students explore, analyse, respond to and compose a selection of texts that are commonly encountered in community, vocational and academic settings. They investigate how these texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society.									
Texts	A selection of texts that are commonly encountered in community, vocational and academic settings									
Syllabus Outcomes linked to assessment	EA11-1-A, EAL11-1B, 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.

Module A: Language and Texts in Context

This module focuses on comprehension, language analysis and developing students' personal, critical and creative responses through interpreting and responding to short texts, for example extracts. They compare and contrast texts and their purposes, audiences and contexts. They develop accuracy in comprehension and proficiency in language analysis, and consolidate and build on skills, knowledge and understanding from English Stage 5.

Students examine the effects of language choices made by composers (authors, poets, playwrights, directors, designers and so on) on the communication of information, ideas, values and attitudes, and they compose personal, critical and creative responses that are increasingly complex and sophisticated. Through their responding and composing, students consider and reflect on how their own voice is shaped by experiences, cultural backgrounds and schooling.

Students' skills in responding to and composing texts are extended through the study of a range of models along with structured learning activities. Explicit, targeted English language study centres on reading, listening and viewing skills and the language of interpretation and response. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately for their audience, context and purpose.

Throughout Year 11, students negotiate with their teacher(s) to undertake an appropriate program of wide reading, listening to and viewing of texts, including prose fiction, nonfiction, poetry, drama, film, media and multimedia texts. Students record their responses to the texts they read and reflect on their developing skills in reading, listening, viewing and responding in a wide reading journal.

Module B: Close Study of Text

In this module, students develop understanding, knowledge and appreciation of a substantial literary text. They explore information and ideas that are communicated in and through the text, and they consider the ways in which the content, form and language of the text have been composed and assembled.

Students study one substantial literary text, for example a film, prose fiction, drama or a poetry text, which may constitute a selection of poems from the work of one poet. They experiment with interpretive approaches to examine the text's meaning and significance. They identify, analyse and respond to the ways in which language shapes meaning in their text, examining the language forms and conventions that are particular to their chosen literary form, and the ways that authors use, manipulate and/or challenge those conventions.

Through their focused interpretation and analysis of the text, students compose personal, critical and creative responses. Explicit, targeted English language study centres on the conventions of form, structure and style particular to the category of text, and consideration of how these conventions have been used by the composer (the author, poet, playwright, director, designer and so on) to influence responders. Students plan, draft and refine their own written and spoken

texts, applying the conventions of syntax, spelling and grammar appropriately for their audience, context and purpose.

As part of their close study, students record their responses to the text and reflect on their developing skills in reading, listening, viewing and responding in their wide reading journal.

Module C: Texts and Society

In this module, students explore, analyse, respond to and compose a selection of texts that are commonly encountered in community, vocational and academic settings. They investigate how these texts communicate information, ideas, bodies of knowledge, attitudes and belief systems in ways particular to specific areas of society.

Students compare and contrast the types of texts that are used in community interactions, workplace communication and formal learning situations across different disciplines. They identify and explain the purposes, and examine similarities and differences in the language forms and features used, in these types of texts. They consider what the texts indicate and imply about prevailing customs, norms, behaviours and organisational cultures in the social and vocational contexts in which they are used, and the construction of knowledge in particular fields of study and academic disciplines.

Students respond to and compose texts inherent in various settings and roles that are relevant to their needs and interests. Explicit, targeted English language study centres on aspects of language usage for example intercultural communication, technical terminology, semantic fields, appropriacy and jargon, and on analysing how textual forms and features shape meaning and influence responders (the reader, listener, viewer, an audience and so on) within specific situational contexts. Students plan, draft and refine their own written and spoken texts, applying the conventions of syntax, spelling and grammar appropriately for their audience, context and purpose.

Students supplement their study of the module with texts of their own choosing. They record their responses to texts and reflect on their developing skills in reading, listening, viewing and responding in their wide reading journal.

ASSESSMENT SCHEDULE

Syllabus Outcomes

EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts

EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to specific purposes, audiences and contexts and analyses their effects on meaning

EAL11-4 applies knowledge, skills and understanding of language concepts, literary devices and mechanics into new and different contexts

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex information, ideas and arguments in a wide range of texts

EAL11-6 investigates and explains the relationships between texts

EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds

EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

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

Task number	Task 1	Task 2	Task 3	
	Imaginative text with reflection statement Module A: Language and Texts in Context	Multimodal presentation Module B: Close Study of Text	Yearly Examination Paper Module A Module B Module C	
Timing	Term 1, Week 10	Term 2, Weeks 10	Term 3, Weeks 8 & 9	
Outcomes Assessed	EAL11-3, EAL11-5, EA11-6, EAL11-9	EA11-4, EA11-8	EA11-1-A, EAL11-1B, EA11-2, EA11-7	
Formative Task	Writing Portfolio – formative portfolio of writing in types of texts across the year			
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100