

2021 YEAR 11 ENGLISH

EXTENSION 1

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: Texts, Culture and Value									
Unit overview	Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed. In this study, students will examine the ways in which women's experience throughout the 20 th century is reflected and shaped by literary texts. Students will engage with a series of short texts and extracts from longer texts of various modes and media in order to examine the ways in which global culture and values have shifted or remained stable in regards to women's roles, rights and experiences of the world.									
Texts	A selection of prose, poetry and film texts									
Syllabus Outcomes linked to assessment	EE11-3, EE11-6									

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	Related Project									
Unit overview	This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.									
Texts	Student selected material									
Syllabus Outcomes linked to assessment	EE11-2, EE11-4									

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: Text, Culture and Value							Yearly Examinations		Revision of skills prior to HSC course
Unit overview	<p>Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed. In this study, students examine how Margaret Atwood's <i>The Handmaid's Tale</i> is constructed as an examination, critique and satire of the culture and society of 1980s America, in particular the ascendance and maintenance of oppressive patriarchal values and hostility to women's rights in reaction to the liberal movements of the mid-20th century. Students will further observe how aspects of the text have reoccurred up to the modern moment, including direct adaptations of <i>The Handmaid's Tale</i> and texts including similar themes and features. Students will be given the opportunity to consider and comment on the extent to which the ideas of the central text remain relevant and valuable, and will investigate how language shapes values, as well as whether and how this has changed in the past forty years.</p>									
Texts	<i>Handmaid's Tale</i> , Margaret Atwood									
Syllabus Outcomes linked to assessment	EE11-1, EE11-5									

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

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: Audience reception

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

Module: Texts, Culture and Value

Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.

Students examine a key text from the past and its manifestations in other contexts and media. Through close study they:

- consider the relationships between the text and its culture
- explore the language of the text and examine the ways in which language shapes and reflects values
- consider the effects of different ways of responding to the text
- consider the ways and reasons the original and later manifestations of the text or aspects of the text are valued.

Students also explore, analyse and critically evaluate different examples of such texts in a range of contexts and media, including texts of their choosing.

Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in more recent culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities, and develop skills in sustained composition.

Related Project

This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

Students select a key text and examine and evaluate manifestations of their selected text in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.

Students realise insights into their research and personal evaluation of the texts in an imaginative and analytical multimodal presentation. This project may be undertaken concurrently with study of the module *Texts, Culture and Value*.

ASSESSMENT SCHEDULE

Syllabus Outcomes

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and contexts

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent research

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

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

Task number	Task 1	Task 2	Task 3	
	Imaginative text in class and reflection Module: Texts, Culture and Value	Multimodal presentation in class Related Project	Yearly Examination Paper Creative response and analytical response	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 8 & 9	
Outcomes Assessed	EE11-3, EE11-6	EE11-2, EE11-4	EE11-1, EE11-5	
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