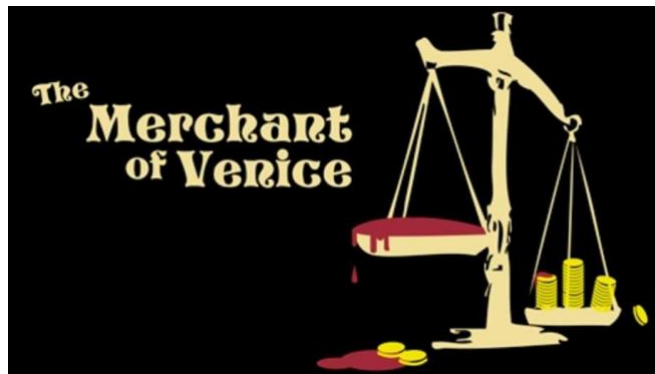




KHS Year 12 Advanced Course Booklet 2020

Student Course Information



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	<i>Cross Roads</i>	Common module: Texts and Human Experiences (30 hours) Students deepen their understanding of how texts represent individual and collective human 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>Introduction to Module A</i>		
	Introduction to Year 12	Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.									
	Prescribed text: <i>The Merchant of Venice</i> by William Shakespeare Shakespearean Drama and ONE related text. Mod C Father and Child – poem by Gwen Harwood							Formal assessment 1: Multimodal task (due Week 8)			
	Outcomes: EA12-1, EA12-3 EA12-5, EA12-6, EA12-7, EA12-8										
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module A: Textual Conversations (30 hours) Students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. By comparing two texts students understand how composers are influenced by other texts, contexts and values, and how this shapes meaning.								Module B: Critical Study of Literature (30 hours)		
	Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.										
	Prescribed texts: <i>Keats, John, (p) AND Campion, Jane, Bright Star, Roadshow, 2009 (f)</i> Module C Kate Tempest 'Picture of a Vacuum'(p)					Formal assessment 2: Critical Essay comparing texts (due Week 9)			Prescribed text; <i>Great Expectations (pf)</i>		
Outcomes: EA12-1, EA12-3, EA12-4, EA12-6, EA12-9											
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module B: Critical Study of Literature (continued) Students develop detailed analytical and critical knowledge, understanding and appreciation of a substantial literary text.							Module C: The Craft of Writing		<i>Revision</i>	
	Module C: The Craft of Writing (10 hours) Students strengthen and extend their knowledge, skills and confidence as accomplished writers.							<i>Revisiting the mandatory texts from Module C in preparation for #3</i>		<i>Common Module</i>	
	Prescribed text: <i>Charles Dickens Great Expectation (pf)</i> Module C Orwell, 'Politics and the English Language'(nf)					Informal Assessment <i>Personal response</i>			Formal assessment 3: Creative Writing and Reflection (Wk 9)		
Outcomes: EA12-1, EA12-3, EA12-4, EA12-5, EA12-8, EA12-9											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<i>(cont.)</i> , Revision Module A and B. Analytical Writing				Formal assessment 4: Trial HSC exam period: EA12-1, EA12-3, EA12-5, EA12-6, EA12-7, EA12-8, EA12-9			Revision Module C: Responding creatively to texts Specific focus on Module C HSC type questions Common Module: Responding and Composing Module A and B			

Year 12 Advanced English Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Multimodal text using prescribed text and related material Texts and Human Experiences	Module A Comparative essay Textual Conversations	Module C Imaginative task Craft of Writing	Trial HSC Examination Paper 1 Common Module (15%) Paper 2 Module A Module B (15%) Non assessable Module C	
Timing	Term 4, Week 8 02/12/20	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5-6	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Components					Weighting %
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
Total %	20	25	25	30	100

Aim

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

Objectives

Knowledge, understanding and skills

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Values and attitudes

Students will value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically

The course has two sections:

- The HSC Common Content consists of one module *Texts and Human Experiences* which is common to the HSC Standard, the HSC Advanced and the HSC English Studies courses where students analyse and explore texts and apply skills in synthesis.
- Three additional modules which emphasise particular aspects of shaping meaning and representation, questions of textual integrity, ways in which texts are valued and the demonstration of the effectiveness of texts for different audiences and purposes.

Course Requirements

Across the English Advanced Stage 6 course students are required to study:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts

- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia
- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives.

English Advanced	Indicative hours
Common module: Texts and Human Experiences	30
Module A: Textual Conversations	30
Module B: Critical Study of Literature	30
Module C: The Craft of Writing	30
Optional: This module may be studied concurrently with the common module and/or Modules A and B	

Text requirements

Students are required to closely study **four prescribed texts**, one drawn from each of the following categories:

- Shakespearean drama
- prose fiction
- poetry OR drama

The remaining text may be film, media or nonfiction text **or** may be selected from one of the categories above.

The selection of texts for Module C: The Craft of Writing may be drawn from any types of texts and do not contribute to the pattern of prescribed texts for the course.

Students must study ONE related text in the common module: Texts and Human Experiences.

For the **English Advanced Year 12** course students are required to:

- complete the Year 11 course as a prerequisite
- complete 120 indicative hours
- complete the common module as the first unit of work
- complete modules A, B and C over the course.

Across Stage 6 the selection of texts **must** give students experience of the following:

- a range of types of texts inclusive of prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- texts which are widely regarded as quality literature, including a range of literary texts written about intercultural experiences and the peoples and cultures of Asia

- a range of Australian texts, including texts by Aboriginal and/or Torres Strait Islander authors and those that give insights into diverse experiences of Aboriginal and/or Torres Strait Islander Peoples
- texts with a wide range of cultural, social and gender perspectives
- integrated modes of reading, writing, listening, speaking, viewing and representing as appropriate.

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

The English Advanced course is designed for students who have a particular interest and ability in the subject and who desire to engage with challenging learning experiences that will enrich their personal, intellectual, academic, social and vocational lives. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study of English students can become critical thinkers, and articulate and creative communicators. They extend and deepen their ability to use language in subtle, nuanced, inventive and complex ways to express experiences, ideas and emotions. They refine their understanding of the dynamic relationship between language, texts and meaning. They do this through critical study and through the skilful and creative use of language forms and features, and of structures of texts composed for different purposes in a range of contexts. They extend their experiences in researching, accessing, evaluating and synthesising information and perspectives from a range of sources to fulfil a variety of purposes.

Through exploring and experimenting with processes of composition and response, students further develop understanding of how language is employed to create artistic expression in texts. They analyse the different ways in which texts may reflect and/or challenge and extend the conventions of other texts. They evaluate the meanings conveyed in these texts, and how this is achieved. Students further develop skills in independent, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The modules encourage students to question, reconsider and refine meaning through language, and to reflect on their own processes of responding, composing and learning.

ENGLISH ADVANCED PERFORMANCE BAND DESCRIPTIONS

The typical performance in this band:

Band 6

- demonstrates extensive, detailed knowledge, insightful understanding and sophisticated evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
- displays a highly developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts.
- presents a critical, refined personal response showing highly developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail.

- exhibits an ability to compose imaginatively, interpretively and critically with sustained precision, flair, originality and sophistication for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.

Band 5

- demonstrates detailed knowledge, perceptive understanding and effective evaluation of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
- displays a well developed ability to describe and analyse a broad range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts.
- presents a critical personal response showing well developed skills in interpretation, analysis, synthesis and evaluation of texts and textual detail.
- exhibits an ability to compose imaginatively, interpretively and critically with flair, originality and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.

Band 4

- demonstrates sound knowledge and understanding of the way meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
- displays ability to describe and analyse a range of language forms, features and structures of texts and explain the ways these shape meaning and influence responses in a variety of texts and contexts.
- presents a sound critical personal response showing developed skills in interpretation and analysis of texts.
- exhibits an ability to compose imaginatively, interpretively and critically with confidence and control for a variety of audiences, purposes and contexts in order to explore and communicate ideas, information and values.

Band 3

- demonstrates generalised knowledge and understanding of the ways meanings are shaped and changed by context, medium of production and the influences that produce different responses to texts.
- displays ability to describe a limited range of language forms, features and structures of texts and convey an awareness of the ways these shape meaning and influence responses in a variety of texts and contexts.
- presents a response showing some evidence of interpretation and analysis of texts.
- exhibits an ability to compose imaginatively, interpretively and critically with variable control in using language appropriate to audience, purpose and context in order to explore and communicate ideas, information and values.

Band 2

- demonstrates elementary knowledge and understanding of the ways meanings are shaped and changed.
- displays ability to recognise and comment on basic language forms, features and structures of texts.
- presents an undeveloped response showing recognition of the main ideas in texts.
- exhibits an ability to compose with some awareness of audience, purpose and context in order to explore and communicate ideas and information.

Common Module: English Standard, English Advanced and English Studies

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.

Advanced Module A: Textual Conversations

In this module, students explore the ways in which the comparative study of texts can reveal resonances and dissonances between and within texts. Students consider the ways that a reimagining or reframing of an aspect of a text might mirror, align or collide with the details of another text. In their textual studies, they also explore common or disparate issues, values, assumptions or perspectives and how these are depicted. By comparing two texts students understand how composers (authors, poets, playwrights, directors, designers and so on) are influenced by other texts, contexts and values, and how this shapes meaning.

Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purpose of two prescribed texts. As students engage with the texts they consider how their understanding, appreciation and enjoyment of both texts has been enhanced through the comparative study and how the personal, social, cultural and historical contextual knowledge that they bring to the texts influences their perspectives and shapes their own compositions.

By responding imaginatively, interpretively and critically students explore and evaluate individual and common textual features, concepts and values. They further develop skills in analysing the ways that various language concepts, for example motif, allusion and intertextuality, connect and distinguish texts and how innovating with language concepts, form and style can shape new meaning. They develop appropriate analytical and evaluative language required to compose informed, cohesive responses using appropriate terminology, grammar, syntax and structure.

By composing critical and creative texts in a range of modes and media, students develop the confidence, skills and appreciation to express a considered personal perspective.

Advanced Module B: Critical Study of Literature

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

Students study one prescribed text. Central to this study is the close analysis of the text's construction, content and language to develop students' own rich interpretation of the text, basing their judgements on detailed evidence drawn from their research and reading. In doing so, they evaluate notions of context with regard to the text's composition and reception; investigate and evaluate the perspectives of others; and explore the ideas in the text, further strengthening their informed personal perspective.

Students have opportunities to appreciate and express views about the aesthetic and imaginative aspects of the text by composing creative and critical texts of their own. Through reading, viewing or listening they critically analyse, evaluate and comment on the text's specific language features and form. They express complex ideas precisely 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 for students to engage deeply with the text as a responder and composer further develops personal and intellectual connections with the text, enabling them to express their considered perspective of its value and meaning.

Advanced Module C: The Craft of Writing

In this module, students strengthen and extend their knowledge, skills and confidence as accomplished writers. Students write for a range of audiences and purposes using language to convey ideas and emotions with power and precision.

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

Through the study of enduring, quality texts of the past as well as recognised contemporary works, students appreciate, analyse and evaluate the versatility, power and aesthetics of language. Through considered appraisal and imaginative engagement with texts, students reflect on the complex and recursive processes of writing to further develop their self-expression and apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore various concepts through discussion and speculation. Throughout the stages of drafting and revising, students experiment with various figurative, rhetorical and linguistic devices, for example allusion, imagery, narrative voice, characterisation and tone. Students consider purpose, audience and context to deliberately 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 highly crafted imaginative, discursive, persuasive and informative texts.

Note: Students may revisit prescribed texts from other modules to enhance their experiences of quality writing.

Glossary

- Account - Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
- Analyse - Identify components and the relationship between them; draw out and relate implications
- Apply - Use, utilise, employ in a particular situation
- Appreciate - Make a judgement about the value of
- Assess - Make a judgement of value, quality, outcomes, results or size
- Calculate - Ascertain/determine from given facts, figures or information
- Clarify - Make clear or plain
- Classify - Arrange or include in classes/categories
- Compare - Show how things are similar or different
- Construct - Make; build; put together items or arguments
- Contrast - Show how things are different or opposite
- Critically (analyse/evaluate) - Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
- Deduce - Draw conclusions
- Define - State meaning and identify essential qualities
- Demonstrate - Show by example Describe - Provide characteristics and features
- Discuss - Identify issues and provide points for and/or against
- Distinguish - Recognise or note/indicate as being distinct or different from; to note differences between
- Evaluate - Make a judgement based on criteria; determine the value of
- Examine - Inquire into
- Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how
- Extract - Choose relevant and/or appropriate details
- Extrapolate - Infer from what is known Identify - Recognise and name
- Interpret - Draw meaning from Investigate - Plan, inquire into and draw conclusions about
- Justify - Support an argument or conclusion Outline - Sketch in general terms; indicate the main features of
- Predict - Suggest what may happen based on available information
- Propose - Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
- Recall - Present remembered ideas, facts or experiences
- Recommend - Provide reasons in favour
- Recount - Retell a series of events
- Summarise - Express, concisely, the relevant details
- Synthesise - Putting together various elements to make a whole

ENGLISH ADVANCED COURSE AIM, OBJECTIVES & OUTCOMES

The study of English in Stage 6 enables students to understand and use language effectively. They appreciate, enjoy and reflect on the English language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students value the English language in its various textual forms to become thoughtful and effective communicators in a diverse global world.

OBJECTIVES OUTCOMES

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

A student:

Objective A - communicate through speaking, listening, reading, writing, viewing and representing*

EA12-1 - independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 - uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

Objective B - use language to shape and make meaning according to purpose, audience and context

EA12-3 - critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 - strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

Objective C - think in ways that are imaginative, creative, interpretive and critical

EA12-5 - thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 - investigates and evaluates the relationships between texts

Objective D - express themselves and their relationships with others and their world

EA12-7 - evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-8 - explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Objective E - learn and reflect on their learning through their study of English

EA12-9 - reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

ASSESSMENT

NESA ADVICE ABOUT THE ENGLISH ADVANCED HSC EXAMINATIONS

The English Advanced course is assessed for the Higher School Certificate in TWO EXAMINATION PAPERS, (usually across two days), 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 Standard.
- Section II (20 marks) There will be one question. The question will require a sustained response based on your 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 your 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 your 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 you to reflect on one or more of your prescribed texts. This question may include a stimulus and/or unseen texts.

SUMMARY OF KINCUMBER HIGH SCHOOL'S HSC ASSESSMENT POLICY

Failure to comply with school policy and procedures outlined in the HSC Assessment Handbook 20182019 for any assessment tasks will result in a zero mark which will be notified in writing. As is outlined in the HSC Assessment Handbook, causes for zero-mark notification include:

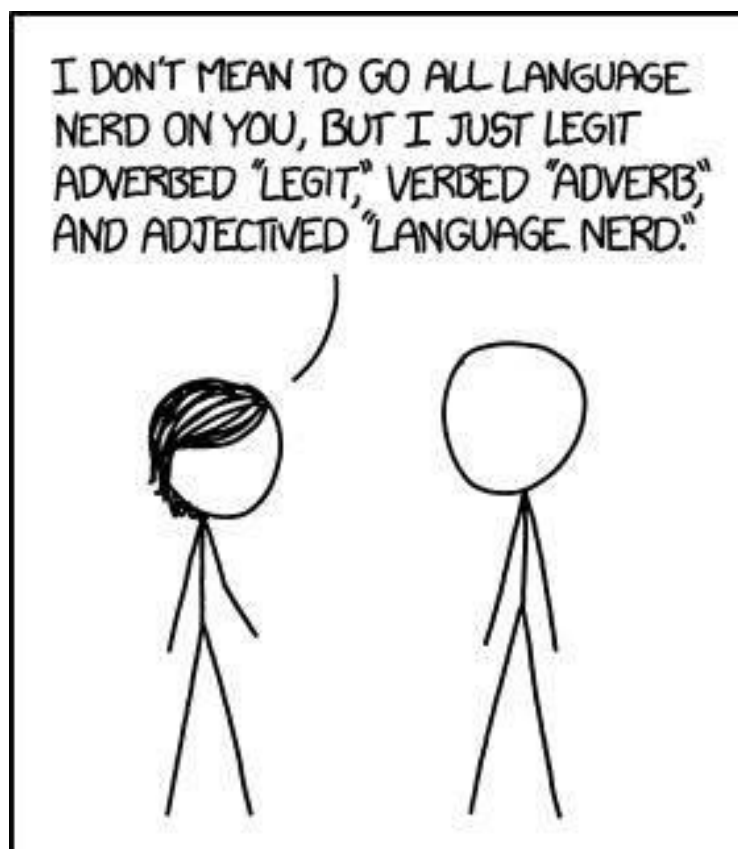
- Engaging in malpractice
- Plagiarism
- Unnotified absence on the day of an assessment task (HT must be notified BEFORE the task date)
- Absence, whole or partial (including late arrival), on the day an assessment task is due
- Failure to complete an assessment task at the scheduled time.

GUIDELINES TO NOTE:

- Assessment tasks / examinations scheduled for completion during school hours must be completed at the scheduled time.

• If you miss an in-class assessment or examination task through absence from school you must fulfil the following expectations:

- you must submit a medical certificate before school on the first school day not covered by the Medical Certificate together with a completed Failure to Attend/Submit Assessment Task on Medical Grounds form) to the Deputy and HT English, before the start of the school day
- you must have visited the doctor on or prior to the date of the assessment task
- the medical certificate must indicate the day/s you were unfit for school
- the Head Teacher will make arrangements for you to complete the task/examination, which may be an alternate question and differ slightly from the original notification details
- The expectation will be that the task will be completed on that first day of return, in your own time if necessary. If you are absent on the day of an assessment task for any periods prior to that in which the inclass assessment is to be completed, you must submit a medical certificate and a completed Failure to Attend/Submit Assessment Task on Medical Grounds form (Appendix 5) immediately on your arrival at school. The Head Teacher will determine the validity of the reason. Unless validated by the Head Teacher you will receive a zero mark if you are not in attendance in the periods prior to an in- class assessment, as it will be deemed you are gaining an unfair advantage on other students.





KHS Advanced Common Module Assessment Task 1 2020

Values and attitudes

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Knowledge and understanding

Students will value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.

Outcomes Assessed:

EA12-1 - independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 - uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 - critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-5 - thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 - investigates and evaluates the relationships between texts

EA12-7 - evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

Assessment Task: 1

Weighting: 20%

Timing: Term 4 Week 8 02/12/19

Nature of the task – In class multimedia presentation – Speaking and Viewing

Task Description

In this task you will create a 4-5-minute multimodal task with voice over exploring the role of storytelling throughout time to express and reflect particular lives and cultures. Your audience are people who are interested in books and authors, so consider elevated language to present ideas in a sophisticated way.

Choose a related text that demonstrates the power of storytelling to invite your personal reflection on human behaviour and motivations. Compare your chosen text to the play, considering the role of storytelling in illuminating human experience.

Prepare a script for the TED Talk and submit the script at the commencement of your allocated lesson.

The digital media presentation component of this task may take the form of a PowerPoint presentation, a Google Slides presentation, a Prezi or **any other visual means that effectively presents your ideas.**

All presentations will be uploaded to the Google Classroom **5y6d3a**

You may consider;

- What relationships between texts and human experiences are being suggested by each text?
- How do the texts deal with these ideas in similar or different ways?
- How has the composer represented these ideas using language forms and features?
- Why is this text worthy for study at the HSC level?

Focus questions

*You will be allocated a period in the day that you will be required to attend. You need only attend school at this time. All students must hand in their transcript of the speech at the beginning of the allocated lesson on the **8th December**. THIS IS A MANDATORY COMPONENT OF THE ASSESSMENT TASK because it ensures equity.*

Your teacher CAN NOT mark the transcript of the speech.

*Practice Question – This task can be marked by your teacher for feedback, not the actual task. Practice questions must be handed in **NO LATER than the 22th November** to ensure teachers have time to give detailed feedback. – However, suggestions will be given as to how to construct your multimodal presentation.*

Practice Essay Response

How does your study of the play and ONE related text of your choosing, invite you to see the world differently?

In your response consider the role of **anomalies, paradoxes and inconsistencies** in human behaviour and how these challenges lead to the generation of new ideas.

Marking criteria

You will be assessed on how well you:

- demonstrate your understanding of the Common Module Texts and Human Experience, using detailed textual support
- analyse and explain the effect of language forms and features of texts on the creation of meaning
- construct a sustained and cohesive response to the question using language appropriate to purpose, audience and context.

Feedback provided

- The teacher will provide written feedforward on your practice response to guide you in the right direction for this task. You will also receive feedback on your assessment task outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.

Guidelines KHS Assessment 1 Multimodal Name;

Students:	Mark range
<ul style="list-style-type: none"> • compose an effective, sustained, multimodal presentation to represent their understanding of how storytelling throughout time expresses and reflects particular lives and cultures. • use and analyse a range of language forms and features in their chosen form creatively and effectively • analyses and explains effectively how texts represent ideas demonstrating comprehensive textual knowledge • organises, develops and expresses ideas effectively using language forms and features appropriately and purposefully 	17-20
<ul style="list-style-type: none"> • compose a sustained multimodal presentation to represent their understanding of how storytelling throughout time expresses and reflects particular lives and cultures. • use and analyse a range of language forms and features in their chosen form with a clear sense of purpose and audience • analyses and explains how texts represent ideas demonstrating detailed textual knowledge • organises, develops and expresses ideas using language forms and features appropriate to audience, purpose and context. 	13-16
<ul style="list-style-type: none"> • compose a sound multimodal presentation which represents their understanding of how storytelling throughout time expresses and reflects particular lives and cultures. • use and analyse language forms and features in their chosen form appropriate to purpose and audience • explains how texts represent ideas demonstrating sound textual knowledge • organises, develops and expresses ideas using some language forms and features mostly appropriate to audience, purpose and context. 	9-12
<ul style="list-style-type: none"> • compose a multimodal presentation which represents ideas from the module, but not necessarily answer the questions. • use language forms and features in their chosen form • describes how texts represent ideas demonstrating some textual knowledge • organises, develops and expresses ideas demonstrating variable control of language forms and features. 	5-8
<ul style="list-style-type: none"> • attempts a response that demonstrates a limited knowledge and understanding of the module and texts • demonstrates limited control of language forms and features 	1-4

Comment:



KHS Advanced Module A Textual Conversations Assessment Task 2 2020

Values and attitudes

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Knowledge and understanding

Students will value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.

Outcomes Assessed:

EA12-1 - independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-3 - critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-5 - thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 - investigates and evaluates the relationships between texts

EA12-8 - explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

Assessment Task: 2

Weighting: 25%

Timing: Term 1 Week 9

Nature of the task – In class Comparative Essay -45 minutes writing time. Unseen question

You may consider;

- **How composers are influenced by other texts, contexts and values, and how does this shape meaning?**
- **In what ways do the texts resonate with each other? In what ways are they different?**
- **In what ways does one text reimagine or reframe details of the other text?**
- **In what ways does the text mirror, align or collide with the other text?**
- **In what ways can common or disparate issues, values, assumptions or perspectives in the two texts be explored?**
- **How are these depicted?**
- **In what ways were the composers influenced by other texts, contexts and values, and how does this shape meaning?**
- **What textual features, conventions, contexts, values and purpose of the two prescribed texts will be identified, interpreted, analysed and evaluated?**
- **In what ways can an understanding, appreciation and enjoyment of both texts be enhanced through the comparative study?**
- **In what ways do the personal, social, cultural and historical contextual knowledge brought to the texts influence students' perspectives and compositions?**
- **What are the individual and common textual features, concepts and values to be explored and evaluated?**

Your teacher will give you extensive feedforward on the practice essay task.

Practice Essay Response

- How has your understanding and appreciation of John Keats poetry been enhanced through the viewing of Bright Star?

Marking criteria

You will be assessed on how well you:

- demonstrate your understanding of Module A, Textual Conversations, using detailed textual support
- analyse and explain the effect of language forms and features of texts on the creation of meaning
- construct a sustained and cohesive response to the question using language appropriate to purpose, audience and context.

Feedback provided

- The teacher will provide written feedforward on your practice response to guide you in the right direction for this task. You will also receive feedback on your assessment task outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.

Guidelines KHS Assessment 2 Comparative Essay Name;

Students:	Mark range
<ul style="list-style-type: none"> • compose an effective, sustained, essay addressing to what extent imagination is a central concept in Keats' poetry and how Campion mirrors this Romantic notion in her film <i>Bright Star</i>. • use and analyse a range of language forms and features in their chosen form creatively and effectively • analyses and explains effectively how texts represent ideas demonstrating comprehensive textual knowledge • organises, develops and expresses ideas effectively using language forms and features appropriately and purposefully 	17-20
<ul style="list-style-type: none"> • compose a sustained essay addressing to what extent imagination is a central concept in Keats' poetry and how Campion mirrors this Romantic notion in her film <i>Bright Star</i>. • use and analyse a range of language forms and features in their chosen form with a clear sense of purpose and audience • analyses and explains how texts represent ideas demonstrating detailed textual knowledge • organises, develops and expresses ideas using language forms and features appropriate to audience, purpose and context. 	13-16
<ul style="list-style-type: none"> • compose a sound essay addressing to what extent imagination is a central concept in Keats' poetry and how Campion mirrors this Romantic notion in her film <i>Bright Star</i>. • use and analyse language forms and features in their chosen form appropriate to purpose and audience • explains how texts represent ideas demonstrating sound textual knowledge • organises, develops and expresses ideas using some language forms and features mostly appropriate to audience, purpose and context. 	9-12
<ul style="list-style-type: none"> • compose an essay addressing how imagination is explored in Keats' poetry and Campion's film <i>Bright Star</i>. • use language forms and features in their chosen form • describes how texts represent ideas demonstrating some textual knowledge • organises, develops and expresses ideas demonstrating variable control of language forms and features. 	5-8
<ul style="list-style-type: none"> • attempts a response that demonstrates a limited knowledge and understanding of the module and texts • demonstrates limited control of language forms and features 	1-4

Comment:



KHS Advanced Craft of Writing Assessment Task 3 2020

Values and attitudes

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Knowledge and understanding

Students will value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.

Outcomes Assessed:

EA12-2 - uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 - critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 - strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 - thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-7 - evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA12-9 - reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

Assessment Task: 3

Weighting: 25%

Timing: Term 2 Week 9

Nature of the task – In class Creative Writing and Reflection

Creative Writing and Reflection

You are to write your own imaginative text inspired by ideas and/or concerns of your prescribed text studied during 'The Craft of Writing'. Use your *Inking Your Thinking* Portfolio's to find inspiration. Remember your Module C prescribed texts are;

- **'Father and Child by Gwen Harwood**
- **'Picture of a Vacuum' by Kate Tempest**
- **'Politics and the English Language' by George Orwell**

You may use any one of the media or forms you have studied as part of Module C, this includes short story, a suite of poetry, script for a short film or play, essay or speech.

The final imaginative text should be approximately 600 words (or less for poetry with negotiation with teacher).

You are also required to complete a personal reflection on the nature and purpose of your imaginative text. (Approximately 300 words).

Class teachers are an integral part of the editing process. Ensure that you hand in drafts throughout Term 2. Teachers WILL NOT give you feedforward on the reflection process. Use the 'Suggestions on how to reflect as a mode of writing' below as a guide for reflective writing.

In your reflection, you will need to:

- **explain how your understanding of the Craft of Writing experiences in this unit influenced you when making decisions about writing your own imaginative text. This can include any texts we have done in *Inking Your Thinking*, however, you need to also focus on at least ONE of the mandatory prescribed texts for Module C and reflect on how that text has influenced your own craft of writing.**
- **justify your choices about appropriate and effective ways to represent the idea of your imaginative piece**
- **how successfully do you feel you presented your understanding of the Craft of Writing?**
- **what language techniques have you used to improve your writing? How successfully did these techniques improve your response?**

Marking criteria

Students are encouraged to hand in drafts for editing to your class teacher, throughout the term. The last draft to be handed in for editing TBA

You will be assessed on how well you:

- **represent your understanding of the Craft of Writing through effective use of your chosen form**
- **analyse and use language conventions and form to express complex ideas in a sustained imaginative composition**
- **use the editing process to communicate complex ideas**
- **reflect on and assess your learning and writing processes to identify strengths and areas for improvement.**

Feedback provided

- **The teacher will provide written feedforward on your practice response to guide you in the right direction for this task. You will also receive feedback on your assessment task outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.**

Suggestions on how to reflect as a mode of writing

Reflecting on a text or experience is very valuable. It allows you, the responder either as the reader, audience or viewer to internalise the text more personally. You can then ponder or consider or wonder about what the text or experience means to you.

In your reflections you still need to have solid reasons why you feel or think that way and the reasons will come from how the text or experience has impacted on your thoughts.

1. Consider the language of reflection:

- First person
- Subjective but still needs evidence
- Be sure to substantiate your reflection with well selected evidence from the specific texts and experiences
- Be confident in your comments and observations
- Refer to the composer with the specific term- writer, author, novelist, playwright, director, designer and yourself as reader, audience, viewer, listener
- Sentence starters:
 - “Until I heard ... I had not realised that ...”
 - “It was so special to hear about ... and then to realise that ...”
 - “We were all moved/shocked/in awe/ by the way ...”
 - “It was so powerful/confronting/overwhelming/wonderful to ...”
 - “It was an effective and powerful speech that ...”
 - “I have now come to understand that ...”
 - “I was totally challenged in how I used to think about ...”
 - “I now appreciate that ...”
 - “The presentation by ... helped me to understand/identify ...”
 - “The key elements of the Craft of Writing were explored ...”

2. Areas to reflect on specific texts:

- The composer (writer, playwright, poet, director, designer): aim, intention, objectives
- Composer’s context and how I can see where and how that shapes the text
- What audience would gain most from this text and why
- How does the form impact on my response?
- Consider also the structure, features, register
- What ideas and thinking is behind the text which has impacted on me
- Are there any influences on the text which enhance and enrich the text
- How has the composer’s control of language shaped my response and specifically what language features most impacted on you

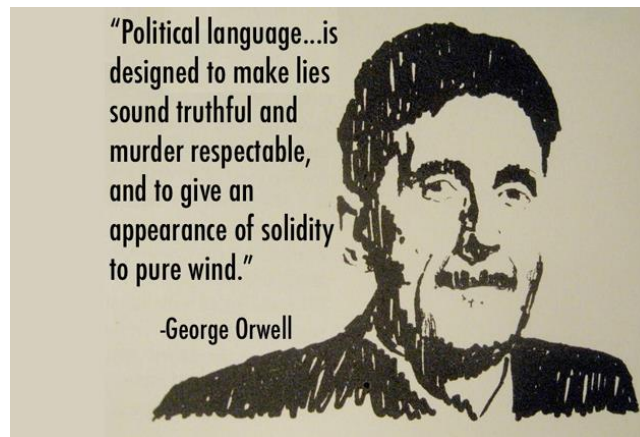
3. What have I learnt about the process of writing through my study of Module C

Consider your vocabulary:

Confident, casual, controlled, natural, reliant, effective, relevant, unnecessary, interesting, challenging, provocative, confronting, powerful, unique, moving, engaging, connects, enriches, validates, confirms, sustained, perceptive, enriching, bold,

Reflecting on texts in HSC Module C texts

- Until I heard/read this (name of text) I had not thought about the idea that ...
- I really like how (composer)
- My favourite two lines are because they really capture
- In my own writing I would like to be able to ...
- Another (text by same or different writer)... also uses this as shown in ...
- (Composer 1) made me think about ... but (composer 2) ...
- (Composer 1 and 2) are very similar in the way they... but different in ...
- My favourite two lines from each are ...
-



Guidelines KHS Assessment 3 Creative Writing and Reflection**Name;**

Students:	Mark range
<ul style="list-style-type: none">• compose an effective, sustained, imaginative text to represent their understanding of the Craft of Writing and at least ONE Module C prescribed text• use and analyse a range of language forms and features in their chosen form creatively and effectively• demonstrate effective use of the editing process• assess their own learning and writing process thoughtfully, considering strengths and areas for improvement.	25–30
<ul style="list-style-type: none">• compose a sustained and imaginative text to represent their understanding of the craft of Writing and at least ONE Module C prescribed text• use and analyse a range of language forms and features in their chosen form with a clear sense of purpose and audience• demonstrate use of the editing process• assess their own learning and/or writing process, considering some strengths and areas for improvement	19–24
<ul style="list-style-type: none">• compose an imaginative text which represents their understanding of the craft of Writing with some connection to ONE Module C prescribed Text.• use and analyse language forms and features in their chosen form appropriate to purpose and audience• demonstrate some use of the editing process• reflect on strengths and areas for improvement with some assessment of their own learning and/or writing process.	13–18
<ul style="list-style-type: none">• compose a text which represents a basic understanding of the Craft of Writing• use language forms and features in their chosen form• demonstrate inconsistent or ineffective use of the editing process• reflect on strengths and areas for improvement	7–12
<ul style="list-style-type: none">• attempts to represent/represent a limited understanding of the Craft of Writing• limited use of appropriate language in an imaginative manner• minimal evidence of the editing process• partial reflection that describes their learning process	1–6

Comment:



KHS Advanced Trial Examination Assessment Task 4 2020

Values and attitudes

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Knowledge and understanding

Students will value and appreciate:

- the importance of the English language as a key to learning
- the personal enrichment to be gained from a love of English, literature and learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
- the role of language in developing positive interaction and cooperation with others
- the diversity and aesthetics of language through literary and other texts
- the independence gained from thinking imaginatively, creatively, interpretively and critically.

Outcomes Assessed:

EA12-3 - critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 - strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 - thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA12-6 - investigates and evaluates the relationships between texts

EA12-8 - explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

There will be TWO papers in the Trial HSC Examination;

Paper 1

Texts and Human Experience

10 minutes Reading Time

90 minutes Writing Time

Section 1 – allow about 45 minutes for this section

Your answers will be assessed on how well you:

- demonstrate understanding of human experiences in texts
- analyse, explain and assess the ways human experiences are represented in texts

There will be four or five short-answer questions in Section I. Questions may contain parts.

Students will respond to a range of unseen texts in a Stimulus Booklet given to you on the day.

Section II -allow about 45 minutes for this section

Your answer will be assessed on how well you:

- demonstrate understanding of human experiences in texts
- analyse, explain and assess the ways human experiences are represented in texts
- organise, develop and express ideas using language appropriate to audience, purpose and context

There will be one question in Section II. The question will require a sustained response based on the students prescribed text. The question may include stimulus and/or unseen texts.

Paper 2

Modules A and B

5 minutes Reading Time

80 minutes Writing Time

Both questions will require a sustained response

Question 1

Module A – allow 40 minutes

Your answer will be assessed on how well you:

- demonstrate understanding of how composers are influenced by another text's concepts and values
- evaluate the relationships between texts and contexts
- organise, develop and express ideas using language appropriate to audience, purpose and form

Question 2

Module B – allow 40 minutes

Your answer will be assessed on how well you:

- demonstrate an informed understanding of the ideas expressed in the text
- evaluate the text's distinctive language and stylistic qualities
- organise, develop and express ideas using language appropriate to audience, purpose and form

Module C included but not assessed. Module A and B collected after 80 minutes

Marking criteria

Students are encouraged to prepare by handing in draft responses to a variety of Module type questions. These exemplars will be given to you by your teacher.

You will be assessed on how well you:

- represent your understanding of both Texts and Human Experiences and the Modules in an extended analytical form
- analyse and use language conventions and form to express complex ideas in an extended analytical form. Types of verbs will include;
 - To what extent
 - Explain the significance
 - How has the context
 - Write an extended response where
 - Analyse how
 - Explore the statement
- reflect on and assess your learning and writing processes to identify strengths and areas for improvement.

Feedback provided

- The teacher will provide written feedforward on your practice response to guide you in the right direction for this task. You will also receive feedback on your assessment task outlining strengths and areas for improvement to build on knowledge, understanding and skills for future learning.

