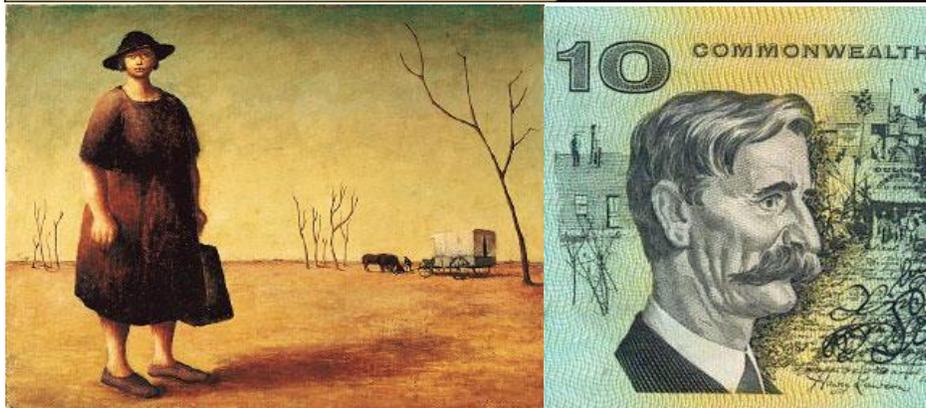
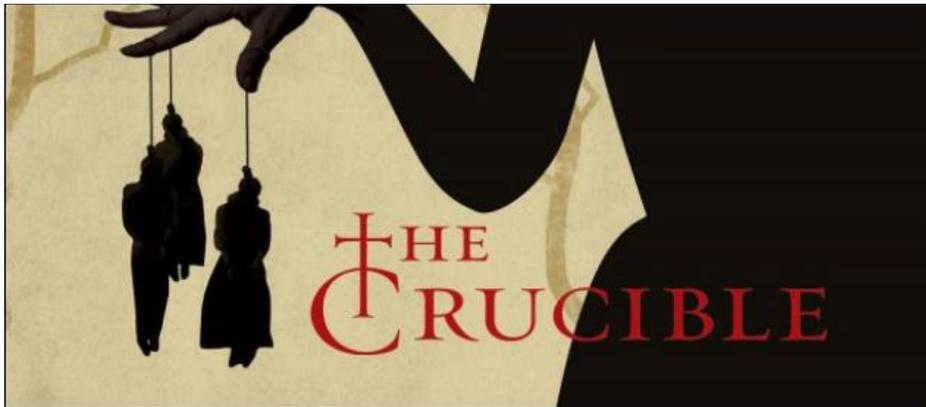




# KHS Year 12 Standard Course Booklet 2020

## 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	Cross Roads	<b>Common module: Texts and Human Experiences (30 hours)</b> 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								Introduction to Module A		
	Introduction to Year 12	<b>Module C: The Craft of Writing (10 hours)</b> 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 Crucible</i> by Arthur Miller and ONE student selected related texts. <b>Mod C</b>							<b>Formal assessment 1: Multimodal task (due Week 8)</b>				
	Outcomes: EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8											
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	<b>Module A: Language, Identity and Culture (30 hours)</b> Students explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts.								<b>Module B: Close Study of Literature (30 hours)</b>			
	<b>Module C: The Craft of Writing (10 hours)</b> 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>Henry Lawson, (pf)</i> <b>Module C</b>					<b>Formal assessment 2: Critical Essay (Week 9)</b>			Prescribed text; <i>The Truman Show</i>			
Outcomes: EN12-1, EN12-3, EN12-4, EN12-6, EN12-9												
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	<b>Module B: Close Study of Literature (continued)</b> Students engage in the extensive exploration and interpretation of the text and the ways composers portray people, ideas, settings and situations							<b>Module C: The Craft of Writing</b>		Revision		
	<b>Module C: The Craft of Writing (10 hours)</b> 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.							Revisiting the mandatory texts from <i>Module C</i> in preparation for assessment 3		Common Module		
	Prescribed text: <i>The Truman Show (f)</i> <b>Module C</b>					<b>Informal Assessment</b> Personal response		<b>Formal assessment 3: Creative Writing and Reflection (Week 9)</b>				
Outcomes: EN12-1, EN12-3, EN12-4, EN12-5, EN12-8, EN12-9												
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	(cont.), Revision Module A and B. Analytical Writing				<b>Formal assessment 4: Trial HSC exam period:</b> EA12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-8, EN12-9			<b>Revision</b> Module C: Responding creatively to texts Common Module: Responding and Composing Module A and B				

## KHS Assessment Schedule 2020 English Standard – Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of tasks</b>	<b>Multimodal text using The Crucible and related material</b>  Texts and Human Experiences	<b>Module A Essay Lawson</b>  Language, Identity and Culture	<b>Module C Imaginative task</b>  Craft of Writing	<b>Trial HSC Examination</b>  Paper 1/Common Module  15%  Paper 2/Module A and B 15%	
<b>Timing</b>	Term 4, Week 8  02/12/20	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 5-6	
<b>Outcomes assessed</b>	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, 7	EN12-1, EN12-3, EN12-5, EN12-6, EN12-8	EN12-2, EN12-3, EN12-4, EN12-5, EN12-7, EN12-9	EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	
<b>Components</b>	Corporate Marking	Corporate Marking	Corporate Marking	Corporate Marking	<b>Weighting</b>
Knowledge and understanding of course content	10	15	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	<b>50</b>
<b>total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## **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

Across the English Standard 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.

## HSC COURSE Year 12 course (120 hours) English Standard Indicative hours

**Common module: Texts and Human Experiences *The Crucible* Arthur Miller – 30 Hours**

**Module A: Language, Identity and Culture Prose fiction (Pf) Lawson, Henry '*The Drover's Wife*', '*The Union Buries Its Dead*', '*Shooting the Moon*', '*Our Pipes*', '*The Loaded Dog*' 30 Hours**

**Module B: Close Study of Literature Film (f) Weir, Peter, *The Truman Show*, Paramount, 1998 (f) 30 Hours**

**Module C: The Craft of Writing: This module will be studied concurrently with the Common Module and Modules A and B . Texts may include Poetry (p) OR Speeches Frost, Robert, '*Stopping By Woods on a Snowy Evening*' (p) Keating, Paul, '*Funeral Service of The Unknown Australian Soldier*'**

### ENGLISH STANDARD 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.

#### **Band 1**

## Outcomes

1. **A student:** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EN12-1**
2. **A student:** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies **EN12-2**
3. **A student:** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning **EN12-3**
4. **A student:** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts **EN12-4**
5. **A student:** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments **EN12-5**
6. **A student:** investigates and explains the relationships between texts **EN12-6**
7. **A student:** explains and evaluates the diverse ways texts can represent personal and public worlds **EN12-7**
8. **A student:** explains and assesses cultural assumptions in texts and their effects on meaning **EN12-8**
9. **A student:** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner **EN12-9**

## 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.

## **Module A: Language, Identity and Culture**

Language has the power to both reflect and shape individual and collective identity. In this module, students consider how their responses to written, spoken, audio and visual texts can shape their self-perception. They also consider the impact texts have on shaping a sense of identity for individuals and/or communities. Through their responding and composing students deepen their understanding of how language can be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups.

Students study one prescribed text in detail, as well as a range of textual material to explore, analyse and assess the ways in which meaning about individual and community identity, as well as cultural perspectives, is shaped in and through texts. They investigate how textual forms and conventions, as well as language structures and features, are used to communicate information, ideas, values and attitudes which inform and influence perceptions of ourselves and other people and various cultural perspectives.

Through reading, viewing and listening, students analyse, assess and critique the specific language features and form of texts. In their responding and composing students develop increasingly complex arguments and express their ideas clearly and cohesively using appropriate register, structure and modality. Students also experiment with language and form to compose imaginative texts that explore representations of identity and culture, including their own. Students draft, appraise and refine their own texts, applying the conventions of syntax, spelling and grammar appropriately and for particular effects.

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

In this module, students develop an informed understanding, knowledge and appreciation of a substantial literary text. Through their development of considered personal responses to the text in its entirety, students explore and analyse the particular ideas and characteristics of the text and understand the ways in which these characteristics establish its distinctive qualities.

Students study one text chosen from the list of prescribed texts. They engage in the extensive exploration and interpretation of the text and the ways composers (authors, poets, playwrights, directors, designers and so on) portray people, ideas, settings and situations in texts. By analysing the interplay between the ideas, forms and language within the text, students appreciate how these elements may affect those responding to it. Students produce critical and creative responses to the text, basing their judgements on a detailed knowledge of the text and its language features.

Through reading, viewing or listening, students analyse, assess 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.

Through their analyses and assessment of the text and their own compositions, students further develop their personal and intellectual connections with, and enjoyment of the text, enabling them to express their informed personal interpretation of its significance and meaning.

## **Module C: The Craft of Writing**

In this module, students strengthen and extend their knowledge, skills and confidence as writers. They write for a range of authentic audiences and purposes to convey ideas with power and increasing precision.

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

Through the study of texts drawn from enduring, quality texts of the past as well as from recognised contemporary works, students appreciate, analyse and assess the importance and power of language. Through a considered appraisal of, and imaginative engagement with these texts, students reflect on the complex and recursive process of writing to further develop their ability to apply their knowledge of textual forms and features in their own sustained and cohesive compositions.

During the pre-writing stage, students generate and explore ideas through discussion and speculations. Throughout the stages of drafting and revising, students experiment with a range of language forms and features for example imagery, rhetoric, voice, characterisation, point of view, dialogue and tone. Students consider purpose and audience to carefully 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 crafted, imaginative, discursive, persuasive and informative texts.

## 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

## ASSESSMENT

### NESA ADVICE ABOUT THE ENGLISH STANDARD HSC EXAMINATIONS

English Standard HSC Examination Specifications

The examination will consist of two written examination papers 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 Advanced and at least two items will be common to English Studies.

#### **Section II (20 marks)**

There will be one question.

The question will require a sustained response based on the candidate's prescribed text.

This question may include stimulus and/or unseen texts.

This question will be common to English Studies, English Standard and English Advanced.

#### **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 the candidate's prescribed text.

This question may include a stimulus.

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#### **Section II: Module B (20 marks)**

There will be one question.

The question will require a sustained response based on the candidate's prescribed text.

This question may include 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 students to reflect on one or more of their 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 2019/2020 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 Head Teacher 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 Standard 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:

**A student:** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EN12-1**

**A student:** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning **EN12-3**

**A student:** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments **EN12-5**

**A student:** investigates and explains the relationships between texts **EN12-6**

**A student:** explains and evaluates the diverse ways texts can represent personal and public worlds **EN12-7**

**Assessment Task: 1**

**Weighting: 20%**

**Timing: Term 4 Week 8 – 2<sup>nd</sup>  
December**

**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 using a digital platform 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 remember to present a clear and sustained argument.**

**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.**

**Submit the script for your multimodal on the google classroom. Also have a hard copy of the voiceover to be handed in at the beginning 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.** YOU MUST upload your digital multimodal task, containing your voice over before the day.

All presentations will be uploaded to the Google Classroom **1yxwdzw.**

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 have multimodal uploaded onto the google classroom and hand in their transcript of the speech by the start of the day on 2<sup>nd</sup> **December 2019.** THIS IS A MANDATORY COMPONENT OF THE ASSESSMENT TASK because it ensures equity.*

*Your teacher CAN NOT print the transcript if you forget .*

*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 22nd 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 Task****Name:**

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

**Comment:**



## KHS Standard Module A - Language, Identity and culture- 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:

**A student:** independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure **EN12-1**

**A student:** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning **EN12-3**

**A student:** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments **EN12-5**

**A student:** investigates and explains the relationships between texts **EN12-6**

**A student:** explains and assesses cultural assumptions in texts and their effects on meaning **EN12-8**

Assessment Task: 2

Weighting: 25%

Timing: Term 1 Week 9 20<sup>th</sup> March

### Language, Identity and Culture

#### Nature of the task – In class Essay -45 minutes writing time

You may consider;

- How does language reflect and shape individual and collective identity?
- How do texts shape identity for individuals and/or communities?
- How does personal response shape self-perception?
- How can language be used to affirm, ignore, reveal, challenge or disrupt prevailing assumptions and beliefs about themselves, individuals and cultural groups?

**Your teacher will give you extensive feedforward on the practice essay task. Please ensure you hand the task in no later than Wednesday 13<sup>th</sup> March 2019. Your teacher will not be marking the actual assessment task before the 20<sup>th</sup> March.**

#### ***Practice Essay Response***

How is language used to **express the complexities and subtleties of personal, social and cultural identity** in at least TWO Henry Lawson short stories set for study.

#### **Assessment task**

Respond to the following statement in an analytical essay:

Analyse how language is used in Henry 'Lawson's short stories set for study, **to express community identity.**

In your response refer **to at least TWO** of Henry Lawson's short stories set for study.

#### **Marking criteria**

You will be assessed on how well you:

- demonstrate your understanding of **Module A, Language, Identity and culture**, 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 Standard Assessment 2 Module A Essay Name;

Students:	Mark range
<ul style="list-style-type: none"> <li>• compose an effective essay analysing how language is used in Henry ‘Lawson’s short stories <b>to express community identity.</b></li> <li>• use and analyse a range of language forms and features in their response effectively</li> <li>• analyses and explains effectively how the text represents ideas demonstrating detailed textual knowledge</li> <li>• organises, develops and expresses ideas effectively using language forms and features appropriately and purposefully</li> </ul>	17-20
<ul style="list-style-type: none"> <li>• compose a competent essay analysing how language is used in Henry ‘Lawson’s short stories <b>to express community identity.</b></li> <li>• use and analyse a range of language forms and features in their response with a clear sense of purpose and audience</li> <li>• analyses competently how texts represent ideas demonstrating detailed textual knowledge</li> <li>• organises, develops and expresses ideas using language forms and features appropriate to audience, purpose and context.</li> </ul>	13-16
<ul style="list-style-type: none"> <li>• compose a sound essay analysing how language is used in Henry ‘Lawson’s short stories <b>to express community identity.</b></li> <li>• Analyse language forms and features in their response appropriate to purpose and audience</li> <li>• explains how texts represent ideas demonstrating sound textual knowledge</li> <li>• organises, develops and expresses ideas using some language forms and features mostly appropriate to audience, purpose and context.</li> </ul>	9-12
<ul style="list-style-type: none"> <li>• compose a limited essay describing how language is used in Henry Lawson’s short story/stories <b>to express community identity. (May only refer to ONE)</b></li> <li>• uses language forms and features to some extent</li> <li>• describes how texts represent ideas demonstrating some textual knowledge</li> <li>• demonstrates limited control of language forms and features.</li> </ul>	5-8
<ul style="list-style-type: none"> <li>• attempts a response that demonstrates a minimal knowledge and understanding of the module and/or texts</li> <li>• demonstrates minimal control of language forms and features</li> </ul>	1-4

**Comment:**

## KHS Standard 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:

**A student:** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies **EN12-2**

**A student:** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning **EN12-3**

**A student:** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts **EN12-4**

**A student:** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments **EN12-5**

**A student:** explains and evaluates the diverse ways texts can represent personal and public worlds **EN12-7**

**A student:** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner **EN12-9**

**Assessment Task: 3**

**Weighting: 25%**

**Timing: Term 2 Week 9**

**Nature of the task – In class Creative Writing and Reflection**

**Creative Writing and Reflection 50 minutes**

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 Module C Portfolio's to find inspiration. Remember your Module C prescribed texts are;

- *The Pedestrian* by Ray Bradbury
- *Inaugural Speech to Parliament* by Linda Burney
- *'The Surfer'* by Judith Wright

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 500-600 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 250-350 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 our double periods for Module C, 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 will be advised.

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 ...





## KHS Standard 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:

**A student:** uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies **EN12-2**

**A student:** analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning **EN12-3**

**A student:** adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts **EN12-4**

**A student:** thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas, arguments **EN12-5**

**A student:** explains and evaluates the diverse ways texts can represent personal and public worlds **EN12-7**

**A student:** reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner **EN12-9**

Assessment Task: 4

Weighting: 30%

Timing: Term 3 Week 5 and 6

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 ideas about language, identity and culture are expressed through texts
- demonstrate understanding of how language is used to shape meaning about individuals and/or cultural groups
- organise, develop and express your 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 understanding of a text's distinctive qualities and how these shape meaning
- organise, develop and express ideas using language appropriate to audience, purpose and form

### 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.
- Module C will also be done on the day, but it will not be assessed. Both Module A and Module B will be collected after 80 minutes to ensure equity You also have 40 minutes to complete this section of Paper 2.

### 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.

