Kincumber High School

Year 12 HSC

English Studies

2019-2020

Student Course Information

"Education is not the learning of facts, but the training of the mind to think."

— Albert Einstein
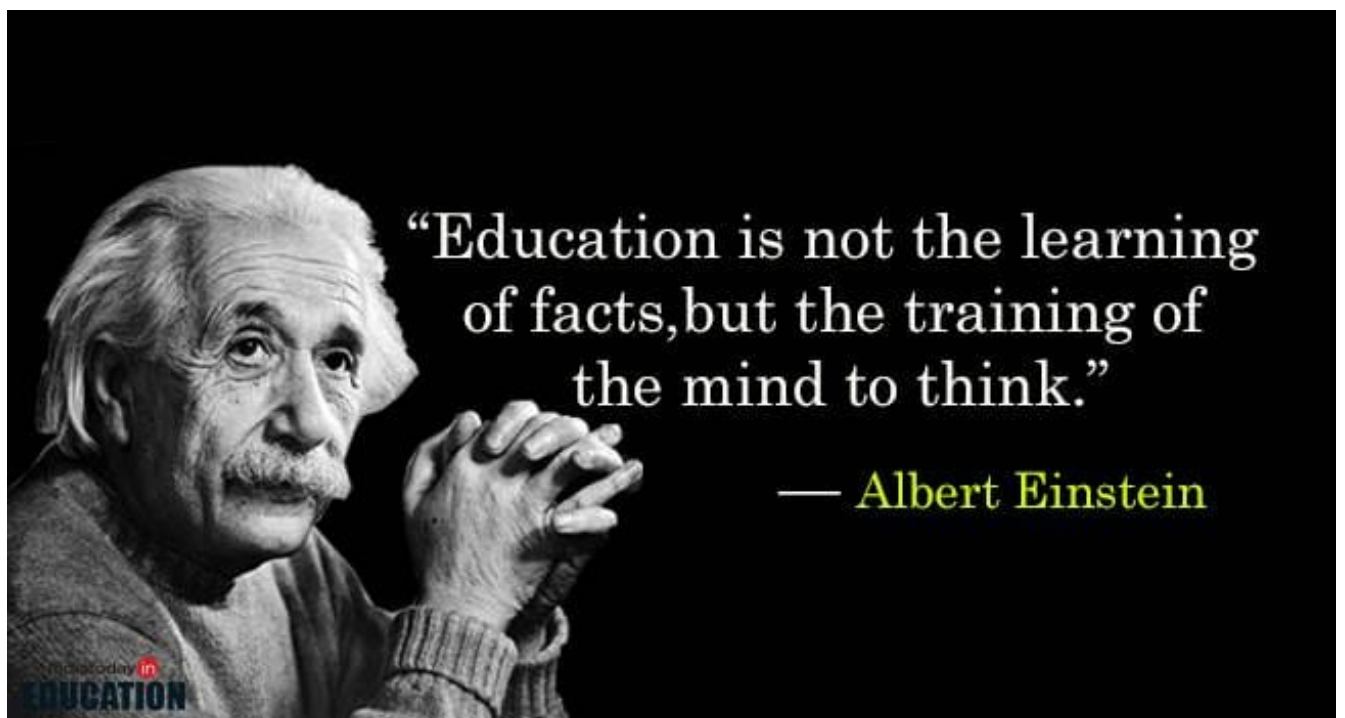
KHS YEAR 12 English Studies Schedule of Assessment 2019-2020

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	**Multimodal Presentation** Mandatory Module: Texts and Human Experiences	**Discursive Essay** Elective Module: We Are Australians	**In-class Examination Reading Task** Elective Module: Local Heroes	**Collection of Classwork** All modules	
Timing	**Term 4, Week 8**	**Term 1, Week 7**	**Term 2, Week 4**	**Term 3, Week 4**	
Outcomes assessed	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9	ES12-2, ES12-3, ES12-4, ES12-5, ES12-6	ES12-1, ES12-2, ES12-5, ES12-8, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9, ES12-10	
Components					**Weighting %**
Knowledge and understanding of course content	15	10	10	15	**50**
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	10	15	15	**50**
Total %	**25**	**20**	**25**	**30**	**100**

KHS YEAR 12 English Studies Scope and Sequence 2019-2020

Weeks	1	2	3	4	5	6	7	8	9	10	11

| TERM 4, 2019 | MANDATORY UNIT – Texts and the Human Experience
Text type: Various (Fiction, Non-Fiction)
Set Text: Go Back To Where You Came From | | | | | | | Assessment Task 1 Week 8: Multimodal Presentation | | | |

| TERM 1, 2020 | Module 1: We Are Australians
Text type: Various (Poetry, Song lyrics, Media) | | | | | | Assessment Task 2 Week 7: Discursive Essay | | | | |

| TERM 2, 2020 | Module 2: Local Heroes
Text type: Various (Media, Poetry, Song, Film) | | | Assessment Task 3 Week 4: In Class Examination | | | | | | | |

| TERM 3, 2020 | Module 3: Surviving the Big Screen
Text type: Various (Documentaries, Feature Films) | | | Task 4 Week 4: Collection of Class Work (ALL MODULES) | | | | | | | |

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.

English Studies is designed for students who wish to refine their skills and knowledge in English and consolidate their English literacy skills to enhance their personal, social, educational and vocational lives. It is a course for students who wish to be awarded a Higher School Certificate, but who are seeking an alternative to the English Standard course.

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.

HSC Course:

- **The module 'Texts and Human Experiences' is mandatory in the HSC course.**
- Students will study a total of 3-5 different modules (including mandatory module).
  The additional modules are selected from the following list:
    o Telling us all about it- English and the media
    o On the road- English and the experience of travel
    o Digital worlds- English and the web
    o Playing the game- English in sport
    o Landscapes of the mind- English in creative arts
    o The way we worked- English for exploring the past through industrial events in Australia

- In the marketplace- English and the world of business
- Discovery and investigation- English and the sciences
- Part of the family- English and family life
- **The big screen- English in film-making**
- **Local heroes- English and community life**
- Who do I think I am? – English and the self
- **We Are Australians- English in citizenship, community and cultural identity'**

Objectives and outcomes

Objective A

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*

A student:

ES12-1
comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2
identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3
accesses, comprehends and uses information to communicate in a variety of ways

ES12-4
composes proficient texts in different forms

Objective B

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:

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

A student:

ES12-5

develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-6

uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

Objective C

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:

▪ think in ways that are imaginative, creative, interpretive and critical

A student:

ES12-7

represents own ideas in critical, interpretive and imaginative texts

ES12-8

understands and explains the relationships between texts

Objective D

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:

▪ express themselves and their relationships with others and their world

A student:

ES12-9

identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

Objective E

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:

▪ learn and reflect on their learning through their study of English

A student:

ES12-10

monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

Mandatory Common Module: 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: We are Australians – English in citizenship, community and cultural identity

Through the study of the module We are Australians – English citizenship, community and cultural identity, students study a range of texts in order to develop awareness of complex aspects of Australian citizenship, community and cultural identity, and to develop language skills appropriate to participating in discussion and decision-making about these matters.

Students develop understanding of, and practical competence in, the use of language relevant to conducting their lives as citizens and members of communities. They develop skills in accessing and comprehending information that will enable them to have increasingly informed views on matters of public interest and in expressing those views. They investigate the way language is used to represent issues and attitudes, and to influence and engage different audiences.

Students have the opportunity to engage with and critique literary texts that present, through an imaginative use of language, the diversity of cultures, peoples, perspectives and voices that contribute to Australian society as well as to Australia as a nation, including texts by and about Aboriginal and/or Torres Strait Islander Peoples. Students broaden their understanding of the relationships between personal identity, individual rights, community responsibilities and a sense of Australia's place in the world.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module G: Local Heroes- English and the Community

Through the study of the module *Local Heroes – English and community life,* students develop an understanding of and proficiency in the use of language to investigate the positive contributions of individuals and groups in their local community. Students develop knowledge and skills to explore and research local issues and the life stories and experiences of community members in the local and broader community. They identify individuals who have made a positive contribution to the community and reflect upon how their own experiences and identity are influenced by selected community members.

Students respond to and compose a range of texts related to community life and engage in a range of rich language experiences that are given significance through being connected to their local community. Students have the opportunity to interact purposefully with local organisations, groups and individuals, and establish connections with their local community. These community organisations could include sporting clubs, charities, creative and performing arts groups, business networks or media agencies.

Students consider role models in the community and examine the qualities, behaviours and values these people exhibit to develop an understanding of how communities can be formed and sustained by social and cultural relationships. They respond to and compose a range of short and more sustained texts, as well as critiquing and reflecting on the stories and experiences of these community members.

Students explore their own collective experiences and opinions through a range of creative and personal compositions and develop an appreciation of how texts represent the connection between individuals and their communities, and the effect of such texts on individuals and communities.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied, students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Module K: The Big Screen – English in filmmaking

Through study of the module The Big Screen – English in filmmaking, students develop a deeper understanding of and proficiency in the use of language and techniques related to films, exploring the ways in which language is used in the production, promotion, reception and criticism of films. Students investigate and research from a variety of sources the complex nature of meaning in visual texts and how these texts are constructed. Students develop their knowledge, understanding and skills by responding to and composing a range of texts in short and extended forms, for example interviews, film reviews, discussions and promotional material about films.

Students have the opportunity to engage with, critique and enjoy a range of films, for example narrative and documentary films, as well as feature length and short films, that employ language and other cinematic techniques imaginatively and directly to convey meaning. Students consider the power of films to engage and influence thoughts, feelings, behaviour and attitudes and the techniques used by filmmakers to achieve this impact with their audiences

Students may also explore the world of films and filmmakers through the study of longer texts, for example biographies, autobiographies, novels or plays that have been adapted as films, and storyboards or film scripts used in the production of films. They may research and engage with both the perspectives of the actors and production crew and explore the nature of their contributions. Students have opportunities to create their own short films, to write short film scripts and to engage in the processes associated with all facets of film production, post-production, marketing, promotion and evaluation.

Through engaging in the learning opportunities that this module offers, students develop their skills in comprehending and responding to texts, and develop their abilities to use language imaginatively, expressively and purposefully. By creating a range of responses to the texts studied students develop a stronger understanding of the power of language to communicate their ideas effectively and learn about the importance of using vocabulary, register and modality appropriately. Opportunities to plan, proofread and edit their work help students develop greater control of spelling, punctuation, syntax and grammar.

Assessment Task 1	**Common Module:** Texts and Human Experiences	**Weight:** 25%
Outcomes:	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9	
Due Date:	Term 4, Week 8 (Exact date to be advised)	

Task:

Create a Multimodal Presentation in the form of a **Television News Segment**, which is 4-5 minutes in length.

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

You must:

- Demonstrate your understanding of how texts represent individual and/or collective human experiences.
- Examine how texts represent human qualities and emotions associated with, or arising from, these experiences.
- You may choose to focus on the struggle with adversity and/or the will to survive.
- Refer to your prescribed text, 'Go Back To Where You Came From' and a related text that you have studied.

Submission requirements:

- You must upload the digital version of your presentation to the Google Classroom, prior to the due date.

  Code: wsg3yp

- 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. This is a mandatory component of the assessment task because it ensures equity.

- Your transcript must be typed using size 12 Times New Roman or Calibri font.

Marking Guidelines

A student:	Mark range
• demonstrates a well-developed understanding of the human experiences represented in both the prescribed text and related text • supports ideas with a range of relevant textual evidence • provides a detailed analysis of how audiences have been positioned to view the human experiences represented in the prescribed text • organises and expresses ideas effectively using the appropriate conventions of a news segment, demonstrating sustained control of language.	25-30
• demonstrates a sound understanding of the human experiences represented in both the prescribed and related texts • supports ideas with some relevant textual evidence • provides a sound analysis of how audiences have been positioned to view the human experiences represented in the prescribed text • organises and expresses ideas using the conventions of a news segment, demonstrating competent control of language.	19-24
• demonstrates some understanding of the human experiences represented in both the prescribed and related texts • supports ideas with some textual evidence • provides some analysis of how audiences have been positioned to view the human experiences represented in the prescribed text • organises and expresses ideas using some conventions of a news segment, demonstrating variable control of language.	11-18
• describes the human experiences represented in the prescribed text and related text • recounts textual elements to support some ideas • describes how audiences may have responded to the human experiences represented in the prescribed text • attempts to organise a response using the conventions of a news segment, inconsistently demonstrating a developing control of language.	6-10
• attempts to compose a response to the texts studied demonstrating a limited understanding of the module • attempts to organise and expresses ideas with limited control of language and structure of a news segment.	1-5
• non-attempt/ non-submission by due date	0

Feedback:
Areas of strength:

Areas to develop:

Marker's signature_____

Assessment Task 2	Elective Module: We Are Australians: English in Citizenship, Community and Cultural Identity	Weight: 20%
Outcomes:	ES12-2, ES12-3, ES12-4, ES12-5, ES12-6	
Due Date:	Term 1, Week 7 (Exact date to be advised)	

Task Description:

You are required to write a Discursive Essay (750-1000 words in length) on the topic **"I am Australian. What is it that makes me unique?"**

You must:

- Research the people, places and events that you will discuss.
- Adhere to the word limit of 750-1000 words
- Hand a typed copy to your teacher at the beginning of your lesson
- Typed in Times New Roman/Calibri size 12 font

Your work will be evaluated on:

1. Your interpretation and understanding of "We are Australian" – i.e. Who are we? What makes us different? Why?
2. The quality of the information you have gathered.
3. Your use of language

Marking Guidelines	Marks
• Clearly and insightfully addresses the question, 'What it means to be Australian and its uniqueness' • Engagingly explains and gives clear and varied examples/quotes to reinforce their arguments. • Composes a highly developed response using language and structure appropriate to audience, purpose and form	17-20
• Soundly addresses the question, 'What it means to be Australian and its uniqueness' • Explains and gives clear and varied examples/quotes to reinforce their arguments. • Composes a soundly developed response using language and structure appropriate to audience, purpose and form	13-16
• Satisfactorily addresses the question, 'What it means to be Australian and its uniqueness' • Attempts to explain and gives some examples/quotes to reinforce their arguments. • Composes a satisfactorily developed response using language and structure appropriate to audience, purpose and form	9-12
• Attempts to address the question, 'What it means to be Australian and its uniqueness' • Describes some examples and may give quotes to reinforce their arguments. • Composes a response using some language and structure appropriate to audience, purpose and form	4-8
• Attempts to describe aspects of aspects of the question • Attempts to compose a response using limited textual reference	1-3
• Non-attempt/Non-submission by due date	**0**

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Assessment Task 3	**Elective Module:** Local Heroes- English and the Community Life In-Class Examination
Outcomes:	ES12-1, ES12-2, ES12-3, ES12-9, ES12-10
Due Date:	Term 2, Week 4 (Exact date to be advised)
Weight:	25%

Criteria for Assessment:

Your work will be evaluated on:
   (a) Your ability to comprehend an unseen text.
   (b) Your ability to recognise and analyse how language and other techniques are used to convey meaning.
   (c) Plan and organise to complete a community service task either individually or collaboratively.
   (d) Your ability to work with peers, adults and/or community members to complete a task for the benefit of people in our local community.

TASK:

Part A
You will be issued an unseen text(s) which is/are relevant to the topic of Local Heroes.
The short answer comprehension style task will be conducted under test conditions, in class.

Part B
You are required to complete a community service task. You may undertake this individually or collaboratively. It may be a school-based activity or a community project run by an organisation such as Rotary, Cancer Council, Royal Life Saving etc.

A list of community projects will be made available to you as well as contact details of the person/group responsible for its organisation. You will be responsible for making contact with the co-ordinator and following their instructions and organisation protocols for completing the task.

At the completion of the task, you will need to submit a log book (provided to you) which outlines the nature of the project, your role within it and an evaluation of its effectiveness in supporting the local community.

Marking Guidelines

Criteria	Marks
Lists **three things for each person** that they have done for their local community/charity. (One mark is allocated for each.)	9
Identifies **at least three words or phrases** that reveal each nominee has made a positive contribution. (One mark is allocated for each.)	9
Is able to **recognise and explain** the ultimate aim/goal the nominee is trying to achieve?	1
Is able to **efficiently compare** each nominee and explain their opinion as to who is making the most significant contribution and why.	6
Is able to **competently compare** each nominee and explain their opinion as to who is making the most significant contribution and why.	5
Is able to **compare** each nominee and explain their opinion as to who is making the most significant contribution and why.	4
Attempts to compare each nominee and explain their opinion as to who is making the most significant contribution and why.	3
Little/no attempt to compare; simple listing of contribution/retell	1-2
Absence on due date with appropriate documentation	**Mark upheld**
Absence on due date without appropriate documentation	**0**

TOTAL MARK: ___ / 25
SIGNATURE OF ASSESSOR: _____ **DATE:** _____

COMMENT:

Assessment Task 4	Collection of Classwork
Outcomes:	ES12-1, ES12-2, ES12-3, ES12-4, ES12-5, ES12-6, ES12-7, ES12-8, ES12-9, ES12-10
Due Date:	Term 3, Week 4 (Exact date to be advised)
Weight:	30%

Criteria for assessment:

Students will:

- **Demonstrate a level of language usage appropriate to a variety of audiences, purposes and contexts**

- **Show evidence of planning, drafting and editing**

- **Show evidence of comprehending ideas and values in texts**

- **Show evidence of independent and collaborative learning**

Task Description:

The Collection of Classwork component of the Year 12 English Studies Course, is designed to allow students to showcase all of the skills and knowledge acquired throughout the duration of their studies.

You must submit the following for collection by your teacher:

1. Mandatory Unit – Text and Human Experience Work Booklet.

2. Module 1 – We are Australian Work Booklet

3. Module 2 - Local Heroes – English and the Community Work Booklet

4. Module 2 – Local Heroes – English and the Community /Community Service Activity Log Book

5. Module 3 – The Big Screen – English in Film Making – Work Booklet

6. Module 3 - The Big Screen – English in Film Making – Film Review Task

Class time will be made available for all tasks to ensure completion

Marking Checklist

	Marks	Submission date
Mandatory Unit : Text and Human Experience Work Booklet.		
Module 1: We are Australian Work Booklet		
Module 2 – Local Heroes – English and the Community Work Booklet		
Module 2 – Local Heroes – English and the Community /Community Service Activity Log Book		
Module 3 – The Big Screen – English in Film Making Work Booklet		
Module 3 – The Big Screen – English in Film Making – Film Review Task		
	TOTAL **/100**	

A GLOSSARY OF KEY WORDS

This glossary contains key words that appear frequently in NSW Education Standards Authority syllabuses, performance descriptions and examinations.

The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

In classrooms, teachers of different subjects could use the glossary to help students to better understand what the examination questions in their subject require. Students should recognise the consistent approach of teachers of different subjects and get cues about how to approach examination questions.

For example, students would be better placed to respond to 'explain' questions if, in the context of different subjects, they developed an understanding that 'explain' could require them to relate cause and effect; make the relationships between things evident; provide why and/or how.

It is also important that the key words should not be interpreted in an overly prescriptive way. Teachers must ensure that they do not use them in ways that conflict with their particular meaning within subjects. To do this would be counterproductive. A term like 'evaluate', for example, requires a different kind of response in Mathematics from that required in History and this needs to be respected.

When using key words to construct questions, tasks and marking schemes, it is helpful to ask what the use of the term in a particular question requires students to do.

Key words are best discussed with students in the context of questions and tasks they are working on, rather than in isolation.

It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

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

Plagiarism

Plagiarism is using words or ideas of others and presenting them as your own.
You must be aware of this since completing the Board of Studies, 'All my own work' program.

- It is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. "I didn't know" is not a defence.

- Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. You can avoid plagiarism by ensuring that you recognize where words, quotes or ideas have come from. You can do this by showing where the words or ideas have come from by giving a reference in your composition and where necessary citing them in the bibliography. Your teacher can provide you with more information.

- For further details refer to the school assessment policy. You can discuss specific requirements with your class teacher and/or the head teacher.