

## English

In Stage 6, students are required to complete any two units of English; either English Standard or English Advanced in Years 11 and 12. Students electing to complete English Advanced in Year 11 may choose, also, to study English Extension.

English Extension students can continue with HSC English Extension 1 in Year 12. They may also choose to undertake HSC English Extension 2 which requires students to complete a Major Work. English Extension 1 is a prerequisite course for any student who wishes to elect English Extension 2 as a course.

### Choosing a Course

Students are advised to discuss their academic progress with their Year 10 English teacher and/or the Learning Leader English to determine which course they are better suited to. It is anticipated that most students will begin Year 11 in the English Advanced course. This will allow students the opportunity to develop their appreciation of more complex texts and to become critical and sophisticated users of English. It also provides greater insight of the demands of an English Advanced student and choice for those students who may desire to change their English course from Advanced to Standard during the Preliminary year. Students may not change from Standard to Advanced level.

Students may change their English course during Years 11 and 12 from English Advanced to Standard at the discretion of the Principal, within the guidelines provided in the NESA Assessment, Certification and Examinations (ACE) manual. See the Director of Curriculum for more details.

The following table provides an overview of the differences between the Standard and Advanced courses in English and is designed to assist our pupils in choosing the most appropriate course of study. The table also provides an outline of the modules and texts that may be studied at both the Year 11 and Year 12 levels. This table is a guide only; all students should discuss their choices with their English teacher.

	English Standard	English Advanced
NESA Rationale: Stage 6 Syllabus:	<ul style="list-style-type: none"> <li>Designed to help students become confident and effective communicators and increase their expertise in English</li> <li>Offers a rich language experience that is reflected through reading, writing, speaking, listening, viewing and representing</li> <li>Will enable students to develop skills that 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</li> </ul>	<ul style="list-style-type: none"> <li>Designed to help students become critical thinkers, and articulate and creative communicators</li> <li>Caters for students who have a particular interest and ability in the subject</li> <li>Offers challenging learning experiences</li> <li>Will foster an appreciation of aesthetic values shaped by language and opportunities for enhancing understanding of literary expression</li> </ul>

Students at this level typically:	<ul style="list-style-type: none"> <li>• have not read widely on a personal level</li> <li>• enjoy more contemporary and accessible texts</li> <li>• require more assistance with generating and constructing written responses to texts</li> </ul>	<ul style="list-style-type: none"> <li>• read widely and consistently on a personal level</li> <li>• enjoy discussing literature and complex ideas</li> <li>• are able to work more independently to generate and justify their own ideas in relation to the texts they read</li> </ul>
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## English Standard

In the **English Standard** course, students increase their expertise in English to enhance their personal, educational, social and vocational lives. It provides students who have a diverse range of literacy skills with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators.

### From the Syllabus

This course “provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of appreciating the variety of cultural heritages and differences that make up Australian society. They further develop skills in literacy and independent, collaborative and reflective learning.”

It is designed as a course to help students become comfortable discussing language forms, features and structures of texts in a range of contexts. It is intended to allow them to respond to and compose texts to extend experience, to access information and assess its reliability, and to synthesise the knowledge gained from a range of sources. The Standard course will help develop students’ functional English through careful scaffolding and teacher direction. It will assist the building of skills in a supportive environment geared towards students who need to find their confidence in English.

To be successful in English Standard, students need to make evident consistent academic application, and demonstrate higher order thinking skills such as critical analysis, evaluation, synthesis and creativity.

### Text Requirements

In the Preliminary English Standard Course students are required to:

- Study ONE complex multimodal or digital text in Module A
- Study ONE substantial literary print text in Module B for example prose fiction, drama or a poetry text
- Explore a range of text types drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts
- Support the study of texts with their own wide reading

In the HSC English Standard Course students are required to:

Closely study **THREE** types of prescribed texts, one drawn from each of the following categories:

- Prose fiction OR print nonfiction
- Poetry OR Drama
- Film OR Media

## Course Structure

Study in the Year 11 course requires completion of:	Study in the Year 12 course requires completion of:
<ul style="list-style-type: none"> <li>• A Common Module: Reading to Write</li> </ul>	<ul style="list-style-type: none"> <li>• A Common Module: Texts and Human Experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Module A: Contemporary Possibilities</li> <li>• Module B: Close Study of Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Module A: Language, Identity and Culture</li> <li>• Module B: Close Study of Literature</li> <li>• Module C: The Craft of Writing, which may be studied concurrently with the common module and/or Modules A and B HSC common content – Area of Study</li> </ul>

### Year 11 Common Module: Reading to Write – Transition to Senior English

This content is common to the Standard and Advanced Courses. It is a module recognised as a 'Transition to Senior English' and involves the intensive and close reading of quality texts from a variety of modes and media. Students explore, analyse, question, and reflect upon how and why texts convey complex ideas, relationships, endeavours and scenarios. Central to this module is developing student capacity to respond perceptively to texts through their own considered and thoughtful writing and judicious reflection on their skills and knowledge as writers.

### Year 11 Standard Modules A and B

The electives require students to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

**Module A - Contemporary Possibilities:** In this module, students engage in a detailed study of one complex multimodal or digital texts for example, film, media or interactive narratives.

**Module B - Close Study of Literature:** In this module, students study one literary print text, for example, a prose fiction, drama or poetry text.

### Year 12 Standard Common Module: Texts and Human Experiences

This is common to the Standard and Advanced courses. Students study one prescribed text and a range of short texts, including texts of their own choosing from a range of modes and media that provide rich opportunities to further explore representations of human experience illuminated in texts.

### Year 12 Standard Modules A, B and C

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

**Module B - Close Study of Literature:** Students study one prescribed text extensively exploring and interpreting the text and the ways the composer portrays people, ideas, settings and situations.

**Module C - The Craft of Writing:** Students examine two short, prescribed texts as models and stimulus for the development of their own ideas and written expression.

## English Advanced

**English Advanced** is designed for students to continue to explore opportunities that are offered through the challenge of more sophisticated texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language and make meaning and to find enjoyment in literature

In addition to the higher order thinking skills harnessed within the English Standard course, students can apply critical and creative skills in the composition of, and response to, texts in order to develop their academic achievement through understanding the nature and function of complex texts.

From the Syllabus
This course “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. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.”

It is designed as a course for the critical and sophisticated user of English who enjoys being challenged and possesses a real love of literature. The Advanced English student will have read from a wide variety of genres from the classic to modern day. It is essential to be prepared to work on refining one’s writing skills to produce lengthy and in-depth responses demonstrative of development of critical thinking and interpretation of the course content. The Advanced student is expected to be an independent learner who engages with complex ideas, articulating these in both writing and speaking, using language in complex and subtle ways to express experiences, ideas and feelings.

### Text Requirements

In the Preliminary Advanced Course students are required to:

- Explore a range of types of texts drawn from prose fiction, drama, poetry, nonfiction, film, media and digital texts.
- Support their study with their own wide reading

In the HSC English Advanced Course students are required to:

- Closely study **FOUR** prescribed texts, one drawn from each of the following categories:
- Shakespearean drama
- Prose fiction OR print nonfiction
- Poetry OR Drama
- The remaining text may be film, media or digital text or may be selected from one of the categories above.

## Course Structure

Study in the Year 11 course requires completion of:	Study in the Year 12 course requires completion of:
<ul style="list-style-type: none"> <li>• A Common Module: Reading to Write</li> </ul>	<ul style="list-style-type: none"> <li>• A Common Module: Texts and Human Experiences</li> </ul>
<ul style="list-style-type: none"> <li>• Module A: Narratives that Shape our World</li> <li>• Module B: Critical Study of Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Module A: Textual Conversations</li> <li>• Module B: Critical Study of Literature</li> <li>• Module C: The Craft of Writing, which may be studied concurrently with the common module and/or Modules A and B</li> </ul>

### Year 11 Common Module: Reading to Write – Transition to Senior English

- This content is common to the Standard and Advanced Courses. It is a module recognised as a ‘Transition to Senior English’ and involves the intensive and close reading of quality texts from a variety of modes and media, fostering thematic, aesthetic, stylistic and/or conceptual engagement in learning to inspire or provoke skilful critique or to imaginative response. Students explore, analyse, question, and reflect upon how and why texts convey complex ideas, relationships, endeavours and scenarios. In their reading and responding, they make deeper connections to identify distinctions between texts to enhance understanding of how knowledge of language patterns, structures and features can be applied to unfamiliar texts.

### Year 11 English Advanced Modules A and B

The electives require students to explore the ways particular texts, forms, media, contexts or aspects of language shape meaning.

**Module A – Narratives that Shape our World:** In this module, students analyse and evaluate one or more print, digital and/or multimodal texts to explore how narratives are shaped by the context and values of composers and responders alike.

**Module B – Critical Study of Literature:** In this module, students study one text appropriate to their needs and interests. Central to this study is the exploration of how the author’s ideas are expressed in the text through an analysis of its construction, content and language.

### Year 12 Advanced Common Module: Texts and Human Experiences

This is common to the Standard and Advanced courses. Students study one prescribed text and a range of short texts, including texts of their own choosing from a range of modes and media that provide rich opportunities to further explore representations of human experience illuminated in texts.

### Year 12 Advanced Modules A, B and C

**Module A - Textual Conversations:** Students identify, interpret, analyse and evaluate the textual features, conventions, contexts, values and purposes of two prescribed texts.

**Module B - Critical Study of Literature:** 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.

**Module C - The Craft of Writing:** Students examine two short, prescribed texts as models and stimulus for the development of their own ideas and written expression.

See the NESA English syllabus pages on the NESA website for more information.

English Standard: [http://syllabus.nesa.nsw.edu.au/assets/english\\_standard/english-standard-stage-6-syllabus-2017.pdf](http://syllabus.nesa.nsw.edu.au/assets/english_standard/english-standard-stage-6-syllabus-2017.pdf)

English Advanced: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-advanced-2017>

## English Extension

Preliminary English Extension

HSC English Extension 1

HSC English Extension 2

Each Extension course is one unit of study. *Prerequisites* for undertaking these courses:

- English Advanced course
- Preliminary English Extension Course is a prerequisite for HSC Extension Course 1
- HSC Extension Course 1 is a prerequisite for HSC Extension Course 2

*Exclusions:* English Standard; English Studies

English Extension is designed for students undertaking English Advanced who choose to study English at a **more intensive level in diverse, but specific, areas**. They enjoy engaging with complex levels of conceptualisation and seek the opportunity to work in increasingly independent ways.

These courses provide students with the opportunity to pursue areas of interest with increased independence and to theorise about the processes of responding to and composing texts. Through extended engagement, and in investigation and composition, students explore multiple meanings and relative values of texts. Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions. They explore a range of conceptual frameworks for the reading and composition of texts and examine a range of reading practices to develop awareness of the assumptions that guide interpretation and evaluation.

Students interested in studying English in Year 11 at the Extension level should speak with their teacher and/or the English Learning Leader and must undertake English Advanced.

## Year 11 English Extension

The Year 11 **English Extension** course is comprised of two components: Module – Texts, Culture and Value and a Related Research Project.

Module: Texts, Culture and Value

Students explore the ways in which aspects of texts from the past have been appropriated into popular culture. The module develops students' understanding of how and why cultural values are maintained and changed. Students examine a key text from the past and its manifestations in one or more popular cultures.

Students also explore, analyse and critically evaluate different examples of such appropriations in a range of contexts and media, including some appropriations of their own choosing. Students develop a range of imaginative, interpretive and analytical compositions, including some which explore the relationships between key texts from the past and texts in popular culture. These compositions may be realised in various forms and media. Students investigate topics and ideas, engage in independent learning activities and develop skills in sustained composition.

**Related Research Project** (which may be undertaken concurrently with study of the module *Texts, Culture and Value*)

This project provides the opportunities for students to develop skills in independent investigation, critical and creative thinking. Students undertake independent research into their choice of text and various manifestations of their selected text in other contexts and media, while considering how and whether the values embedded in one text parallel, challenge or offer alternatives to the other. They develop skills in research methodologies suitable to support a range of interpretive, analytical and imaginative projects.

From the Syllabus
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This course is for “students who are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways... Students learn about research methodology to enable them to undertake extensive investigation used to develop extended compositions.”
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## Year 12 English Extension 1

The Year 12 **English Extension 1** course is comprised of two components: Common Module – Literary Worlds and one elective option. It is designed for students with an interest in literature and a desire to pursue a specialised study of English.

Students explore ideas of value and consider how cultural values and systems of valuation arise. The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

### Common Module – Literary Worlds

The Common Module provides a valuable foundation for the elective study, whereby students explore, investigate, experiment with and evaluate the ways texts represent and illuminate the complexity of individual and collective lives in literary worlds. Students evaluate how ideas and ways of thinking are shaped by personal, social, historical and cultural contexts. They extend their understanding of the ways that texts contribute to their awareness of the diversity of ideas, attitudes and perspectives evident in texts, therefore arrive at a heightened understanding of why texts valued in different times and places by different audiences.

### Elective 2 – Worlds of Upheaval

In this module, students examine the complexity of individual and collective human experiences by exploring the ways texts reflect their context and social values. Students will investigate texts in which representation and form are used, manipulated and re-crafted to portray diverse ways of thinking. Students are encouraged to re-evaluate their own values and understandings of the world around them and to appraise their understanding of conflicting morals, attitudes and perspectives. Students will experience set texts that are representative of the struggle between the individual and society in monumental and historical moments that have transformative power. Through the vastly differing contexts, texts and the subversive genres and forms, the composers provoke and change, which is a vehicle for students to experiment with the way literature can inspire shifts in societal and individual perspectives.

Students will be provided with significant opportunities to conduct independent investigation of the contextual backgrounds of the texts making personal evaluations and engage subjectively to make critical and informed interpretations of the texts. They will experiment with their own style, form and language features to explore and reflect the relationship between the individual and society in times of upheaval.

### Text Requirements

It is a requirement in this course that students the study of at least THREE prescribed texts including at least TWO extended print texts. Students are also required to study at least TWO related texts.

See the NESA English (Extension 1) syllabus on the NESA website for more information.

[http://syllabus.nesa.nsw.edu.au/assets/english\\_extension/english-extension-stage-6-syllabus-2017.pdf](http://syllabus.nesa.nsw.edu.au/assets/english_extension/english-extension-stage-6-syllabus-2017.pdf)

### Year 12 English Extension 2 **M**

The course requires completion of a Major Work proposal (Viva Voce), a Major Work, a Critique of the Creative Process, and Reflection Statement accompanied by a Major Work Journal.

The **English Extension 2** course presents students who are accomplished in their use of English with the opportunity to craft language and refine their personal voice in critical and creative ways to create a substantial and original Major Work. They pursue areas of interest independently, develop deep knowledge and manipulate language in their own extended compositions. The course provides students with the opportunity to apply and extend research skills developed in the Preliminary English Extension course to their own extensive investigation and develop autonomy and skills as a learner and composer. English Extension 2 develops independent and collaborative learning skills and higher-order critical thinking that are essential at tertiary levels of study and in the workplace.

In Year 12 English Extension 2 students undertake extensive independent investigation involving a range of complex texts, developing a sustained composition and reflection statement, as well as documenting and reflecting on this process.

This course requires **students to work independently to plan and complete a Major Work in the form of an extended composition**. It allows students to select an area of personal interest from their specialised study of English and develop their work in this area to a level of distinction. Students compose the Major Work as an extension of the knowledge, understanding and skills developed in the English Advanced and Extension courses. The Major Work is to be substantial. It may be imaginative, investigative, interpretive, analytical or any combination of these. The chosen form and medium must be appropriate to the nature of the task, the student's interests and abilities and the resources available. **A Reflection Statement on the process of composition and the product is submitted to NESA with the Major Work.**

To provide the basis for the Major Work, students undertake ongoing, systematic and rigorous investigation into their chosen area. This investigation process is **documented in a Major Work Journal** that demonstrates the processes of inquiry, interpretation, analyses and reflects on the knowledge and understanding gained, documenting (as a means of evidencing in detail) the stages of the composition of the Major Work. The Major Work will be assessed internally as a process and externally as a product.



See the NESA English Extension page for further information on the syllabus and Marking Guides for major works: [http://syllabus.nesa.nsw.edu.au/assets/english\\_extension/english-extension-stage-6-syllabus-2017.pdf](http://syllabus.nesa.nsw.edu.au/assets/english_extension/english-extension-stage-6-syllabus-2017.pdf).

NOTE: If changing the pattern of study to enrol in English Extension 2 at the beginning of Year 12, students *MUST do a minimum of 11 units for the duration of Year 12*.

That is, English Extension 2 cannot be studied by a student who has a total of only 10 HSC units.