

Name:

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Chatham High School

English Faculty

HSC ENGLISH STUDIES

2010-2011

*Introduction *Expectations *Course outline

*Syllabus Information *Assessment Tasks

- Student declaration: I have read the information and understand that I need to keep this copy secure so I can refer to it when necessary.

Signed: Date:

- Parent/Caregiver acknowledgement: I/We have looked at this booklet and am/are aware of the information in it.

Parent/Carer name: Signature: Date:

Welcome to HSC English Studies!

This booklet contains important information for your success in HSC English Studies.

You need to read it carefully.

Keep it in a safe place where you can refer to it often.

You will not be issued with any further copies of assessment information unless there is a change.

Take notice of any requirements and particularly get yourself organized to work effectively to achieve the standards you are capable of in meeting the course outcomes.

Remember that your two units of English are essential to you obtaining your HSC.

Examine the information provided carefully and work at meeting the high expectations placed before you.

Please raise any questions or concerns with your teacher and/or me sooner rather than later. It is important that you know and understand what is required of you.

On behalf of your teachers and the faculty as a whole I would like to say “all the best!” Enjoy, work hard and do very well in English! Do the very, very best for your own benefit! You will find this more satisfying.

Chris Abbott
Head Teacher English
October, 2010

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Our Expectations of You as a HSC English Studies Student

We expect you to follow through on the points below. By working to meet them you will perform better and achieve more personally satisfying results. Do your best to maximize your performance!

** WHICH EXPECTATIONS DO I NEED TO FOCUS ON? FIND THEM, HIGHLIGHT THEM!!**

- **Aim for the best you can do** – this might be called ‘excellence’ or ‘quality’. Do not settle for second best! See Goals / Aim / Purpose below
- **Attempt all class work** – be focused on the purpose of the lesson. Do what you are asked to do. Avoid distractions created by you or others.
- **Attendance** – come to class when timetabled & on time. If you are not there who are you punishing? If you are absent – catch up!!
- **Behaviour** – how old are you? What are the requirements of a Year 12 student? Should this need to be raised?
- **Communication** – if you are having problems, don’t understand something or you need assistance consult your teacher. If there’s a concern about meeting an assessment deadline this must be raised with the head teacher. Please ask for help advice or clarification when it is necessary. Often these matters can be dealt with in a short conversation.
- Consult the English syllabus on the BOS website for details.
- Do your own work – when you use someone else’s words or ideas show that you did by referencing accurately from the source. If you don’t, you’ll be guilty of plagiarism.
- Get motivated – who wants to do the best they can? I do!
- **Goals / aims / purpose** – establish these so you have something to aim at, something to strive for!
 - ❖ Short = day to day, week to week
 - ❖ Medium = month to month
 - ❖ Long = assessment tasks, half yearly exam, Trial HSC exam
- * Work out how you are going to achieve them – bit by bit, step by step!
- * Establish some expectations you can live up to for yourself.

- Make the most of assessment – don’t fixate on the mark or grade, focus on the feedback. After all this is meant to show you how to do it better. What does a mark really tell you?
- **Meet deadlines** - whether it is to read a text by a certain time, or to complete a piece of HW for the next day, or to submit an assessment task, ensure that you take the steps that will allow you to achieve the task.
- **Organization** – get your notes system up to scratch from the start; get material into folders clearly labeled & easily accessible at home. Avoid carrying the entire course’s notes around with you for the whole year. Work to a plan. Adapt it so that it works for you. Look at the HSC program outline provided for you. Display this in a prominent place. Use a diary or a wall calendar or a year planner.

- **Participate in class** – be positive, constructive, support the purpose of the class, help the teacher & other students achieve the lesson’s purpose. Contribute your ideas, thoughts & feelings appropriately. Listen carefully.
- Practise writing – take time to plan responses to questions; make sure you are familiar with the different types of texts you could be asked to respond in.
- Read widely – English is a subject that demands you read more than just the texts you have to. Start with a newspaper. You can receive a cheap subscription to The Sydney Morning Herald through the school. Read some of it on line at www.smh.com.au. Watch / listen to news & current affairs programs.
- Review what you did today – this could be a short time exercise, re-reading a section of a text being read in class, adding to notes you made in class, summarizing notes for later use, reading ahead, checking your understanding, writing questions to ask for the next lesson.
- **Take it seriously** - you want to do well? Achieve the best results you can for yourself? If you are not serious, then why are you here?
- **Take responsibility** – it’s your HSC isn’t it? Develop some self-reliance & independence. You’ll respect yourself a lot more.
- **Time management** – organize a diary or a year calendar or a year planner. Note when work is required and how much lead up work and time is needed to complete work. Set up a weekly time management plan to show what your time commitments look like- put down school, part time work, sport, and other commitments. Am I over committed to other things? Ensure you build in time for HW, assignment preparation, review, revision and study.
- **Is there anything else you need to focus on for success??**
- Which do I need to focus on most?

From the start?	Later?	Long Term?
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HSC ENGLISH STUDIES
Course & Assessment Outline 2010-2011

2010

Term 4 Weeks 1-10

Unit 1: Part of the Family – English and family life

Assessment #1: Class family cookbook or planning a wedding

When: Term 4 Week 9

Value: 15%

2011

Term 1 Weeks 2 – 11

Unit 2: Mandatory module: We are Australians – English in citizenship, community and cultural identity

Assessment #2: We are Australians power point presentation

When: Week 6

Value: 20%

Assessment #3: Half Yearly Exam

When: Term1 Weeks 10&11

Value: 10%

Term 2 Weeks 1-8

Unit 3: Digital worlds – English for the web

Assessment: #4 Class magazine “Digital Worlds” or an e-Portfolio

When: Week 7

Value: 20%

Term 2 Weeks 9-10

Unit 4: The way we worked – English for exploring the past through industrial events in Australia

Term 3 Weeks 1-4

Unit 4: The way we worked – English for exploring the past through industrial events in Australia

Assessment: #5 Safety at Work brochure

When: Week 2

Value: 15%

Assessment: #6 Trial HSC exam

When: Weeks 5 & 6

Value: 20%

Rationale for English Studies

English Studies is designed to support students in developing proficiency in English to enhance their personal, social and vocational lives. It offers a comprehensive language experience that is reflected in the modes of reading, writing, speaking, listening, viewing and representing.

The course provides students with the opportunity to become more confident and effective communicators and to enjoy a breadth and variety of texts in English. Students explore the ideas, values, language forms, features and structures of texts in a range of personal, social, cultural and workplace contexts. They respond to and compose texts to extend experience and understanding, access information and assess its reliability, and synthesise the knowledge gained from a range of sources to fulfil a variety of purposes. Responding to and composing texts provides students with the opportunity to develop and appreciate the imaginative and the affective and to recognise the ways texts convey, interpret and reflect ways of thinking about the self and the world.

This course provides diverse approaches to texts so that students may become flexible and critical thinkers, capable of engaging with, understanding, contributing to and appreciating the variety of cultural heritages and differences that make up Australian society and society more broadly. It also encourages the continued development of skills in individual, collaborative and reflective learning. Such skills form the basis of sound practices of investigation and analysis required for adult life, including the world of work as well as post-school training and education. The course encourages students to reflect on their own processes of responding, composing and learning.

Aim

The aim of *English Studies* is to enable students to understand, use, enjoy and value the English language in its various textual forms and to become thoughtful, imaginative and effective communicators in a diverse and changing society.

Objectives and outcomes

Through the study of *English Studies* students will:

- experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning
- develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship
- develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts
- develop skills in planning and working both individually and collaboratively, and reflect on learning.

OBJECTIVE 1: Students will experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.

Preliminary outcomes	HSC outcomes
P1.1 has experience of extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning	H1.1 analyses extended and short texts in a range of forms to gain knowledge, understanding and appreciation of how English is used to convey meaning
P1.2 explores the ideas and values of the texts	H1.2 explains the ideas and values of the texts
P1.3 identifies how language and other techniques are used to convey meaning in extended and short texts in a range of forms	H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms
P1.4 produces a range of texts in different forms	H1.4 produces a range of texts that demonstrate knowledge, understanding and skills gained in conveying meaning through language and other techniques

OBJECTIVE 2: Students will develop skills in reading, listening and viewing and in writing, speaking and representing, to enrich their personal lives and to consolidate a sound basis for current and future education, careers and citizenship.	
Preliminary outcomes	HSC outcomes
P2.1 comprehends written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship	H2.1 comprehends sustained written, spoken and multi-modal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
P2.2 demonstrates skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship	H2.2 demonstrates further development of skills in expression in English at an appropriate level of accuracy and fluency to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship
P2.3 demonstrates familiarity with the language conventions of a variety of P2.3 demonstrates familiarity with the language conventions of a variety of	H2.3 demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts

OBJECTIVE 3: Students will develop knowledge, understanding and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	
Preliminary outcomes	HSC outcomes
P3.1 recognises a range of purposes for and contexts in which language is used and the appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes	H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes
P3.2 recognises a range of audiences and the appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences	H3.2 recognises a range of audiences and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those audiences

OBJECTIVE 4: Students will develop skills in planning and working independently and collaboratively and reflect on learning.	
Preliminary outcomes	HSC outcomes
P4.1 plans and organises, with teacher support to complete tasks or projects, both individually and collaboratively	H4.1 plans and organises to complete tasks or projects, both individually and collaboratively
P4.2 works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics	H4.2 works effectively, both as an individual and within a group, to research, select, organise and communicate information and ideas related to a variety of topics

Course structure

The Stage 6 English Content Endorsed Course is a 240-hour study consisting of a 120-hour Preliminary course and a 120-hour HSC course. Each course is comprised of a mandatory module and a series of additional modules to satisfy the following pattern.

Preliminary course: 120 indicative hours; 3–5 modules; 20–40 indicative hours per module

HSC course: 120 indicative hours; 3–5 modules; 20–40 indicative hours per module

- The module *Achieving through English: English and the worlds of education, careers and community* is mandatory in the Preliminary course.
- **The module *We are Australians – English in citizenship, community and cultural identity* is mandatory in the HSC course.**
- Additional modules are to be selected from the elective modules listed below considering factors such as students' needs, interests, abilities, choices of other Preliminary and HSC courses, career aspirations and personal circumstances.
- A total of three to five modules (including the mandatory module) will be studied in the Preliminary course, and a total of three to five different modules (including the mandatory module) will be studied in the HSC course.
- Schools have the option of developing **one** 20-hour module of their own design to cater for the specific learning needs of their students. School-designed modules may be delivered in the Preliminary year **only** and should be based on the framework of the modules outlined in this syllabus.

In each of the Preliminary and HSC years students are required to:

- read, view, listen to and compose a wide range of texts, including print texts and multi-modal texts
- undertake study of at least one substantial print text and at least one substantial multi-modal text
- be involved in planning, research and presentation activities as part of one individual and/or one collaborative project
- engage with the community through avenues such as visits, surveys, interviews, work experience, listening to guest speakers and/or excursions
- develop a portfolio of texts they have planned, drafted, edited and presented in written, graphic and electronic forms across all the modules undertaken during the year.

Elective modules to be studied for the HSC

Part of the family – English and family life

Digital worlds – English for the web

The way we worked – English for exploring the past through industrial events in Australia

1. Elective module: *Part of the family – English and family life*

Indicative time: 20–40 hours

Module description:

Through the study of the module, *Part of the Family: English and Family Life*, students develop understanding of and proficiency in the use of language related to the nature of families and the roles of the family within communities.

They develop knowledge and skills in accessing and comprehending official information available to support families, and in comprehending and using terminology and styles of language appropriate to the explanation and discussion of general issues relating to family life. They develop knowledge, understanding and skills in the comprehension and composition of a range of informative texts, including reports, fact sheets, brochures and feature articles.

Students also have the opportunity to experience, engage with and critique a range of literary texts, in both print and electronic forms, that explore the diverse nature of family lives in an imaginative way. They further develop their abilities to analyse how language is used to portray and explore ideas and issues such as the significance of relationships within and between families and the experiences of the individual within a family network. Students consider how texts represent a broad range of family structures and relationships in different ways and investigate how the attitudes and individuals are depicted in these texts.

This study provides a context for exploration of and response to students' own and collective experiences and opinions in a range of creative and personal compositions. Through the study of these literary, oral and other texts, students further extend their skills in comprehending and responding to texts and further develop their abilities to use language expressively and imaginatively.

Suggested content

Students develop knowledge, skills and understanding in:

- planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for related secondary schools studies
- identifying, comprehending and using information from a variety of sources relating to applications and procedures for births, deaths, marriages, tax exemptions, school enrolment forms, personal loans, rental and tenancy agreements
- reading and composing informative articles, feature articles and reports about family studies and research, comprehending vocabulary and terminology generally related to studies of the family
- comparing and evaluating differing views on families, relationships, and the individual within these contexts reading, writing and responding to a range of texts to explore and reflect on the nature of relationships, their function and worth to individuals and the varied types of relationships found within the family unit and broader family contexts
- planning, organising and carrying out projects, both individually and in groups. Identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, selecting appropriate media, editing and collating material for presentation
- developing knowledge and understanding of a number of literary and oral texts related to the 'family'. These texts may include longer texts such as novels, biographies, documentary television series, plays and oral history sources that explore and dramatise issues and ideas related to families. Students undertake the study of these texts for enjoyment and aesthetic experience, to extend their skills in discussion and debate, and develop their abilities to use language expressively and imaginatively.

Suggested learning experiences

Students may:

- access and complete a variety of documents related to the family context which are important to their current as well as future professional and personal lives. This documentation may include applications such as birth certificates, passports, rental and loan agreement forms. A variety of other documentation may be based on the Roads and Traffic Authority requirements for driving licences and the associated test; the terms and conditions of insurance contracts for cars, health cover and housing; job applications; mobile phone contracts; and income tax returns
- with teacher guidance, navigate the website the Australian Institute of Family Studies (see URL below)
- locate the AIF Research page and select one of the following links: 'Family Relationships', 'Families and Work' or 'Families and Community Life'. List the range of projects undertaken by the Institute in one of the above links and based on one of these projects, investigate its focus and findings, by writing a brief report
- using the link, 'AIFS journal: [Family Matters No. 82](#) - Family portraits', read the abstract for 'The roles that parents play in the lives of their young adult children'. In pairs, identify the main concern/s of the abstract and the issues it addresses. Research one of these issues and present their findings to the class
- conduct research in pairs into perspectives on the concept of 'family' in two different societies/cultures or two different historical periods. Based on the research, write a report comparing family life and the role of the family in different contexts. Carefully edit this report for accuracy and appropriateness of expression and include it in the portfolio of compositions
- with teacher guidance, use a range of texts, such as the internet, interviews with Aboriginal community members, prose texts and film/video excerpts to investigate the importance of Aboriginal families, their networks and kinship, their sense of community, belonging and connection to country
- work in small groups to identify the skills and knowledge necessary to plan and organise family functions such as a wedding, 21st birthday party or a family Christmas gathering. Write an outline of a suggested 'Plan of attack' for organising such functions and discuss how these skills can be used in other settings for other purposes
- work in pairs to compare and contrast the families presented in the prose fiction text *Looking for Alibrandi* or the television series *East of Everything*. In pairs, students investigate issues important to the main characters and how context influences the attitudes and behaviour of characters. Use this investigation as the basis of a presentation to the class using excerpts from both the novel and the television series
- as a whole class group view an excerpt of a film, such as *Father of the Bride*, or *My Big Fat Greek Wedding*. Discussions could be based on an analysis of how each film portrays 'family', relationships within and beyond the family unit, and how the characters overcome controversies and obstacles. Writing tasks could include a series of diary entries as a central character in the film which specify events in the lead-up to the wedding and the reactions of other characters; an interview with one of the actors which focuses on the intentions of the film and some of its challenges or a panel discussion between two film critics who analyse and evaluate the strengths and weaknesses of the film
- view television family sitcoms from different countries and eras, comparing how families are presented. These shows may include *Father Knows Best*, *Leave it to Beaver*, *The Brady Bunch* and *The Partridge Family* (from the 1950s and '60s); *Good Times*, *Step toe and Son*, *The Mary Tyler Moore Show* and *All in the Family* from the 1970s; and shows such as *The Cosby Show* and *Family Ties* from the '80s, as well as more recent sitcoms such as *Everybody Loves Raymond*. Students explore how these shows represent issues such as gender and relationships in 'family' and the depiction of associated roles; the resolution of family conflict; fashion and technology; language use, including slang; and the world of work. They also identify and discuss the social issues apparent in sitcoms current at the time and consider how portrayal of these issues might vary according to the historical era and social attitudes
- select one of the poems below, such as *Feliks Skrzynecki* by Peter Skrzynecki, and write a brief analysis of the central concerns of the poem. Supplement this analysis with an imaginative recreation of the poem and its events from the point of view of the poet's father, Feliks
- as a class, perform a scripted reading of the play, *Away* by Michael Gow. Writing tasks could include an analytical essay arguing for the importance of honest communication between individual family members based on the

experiences of the families in the play or a recount as either Meg or Tom of an important event or conversation from the play outlining its importance and relevance to the overall concerns of the characters.

Suggested resources:

Prose fiction

- Earls, Nick, *48 Shades of Brown*, Penguin, 2006
- Johnson, Mo, *Boofheads*, Walker Books, 2008
- Marchetta, Melina, *Looking for Alibrandi*, Puffin/Penguin, 1992
- Salinger, J D , *Catcher in the Rye*, Penguin, 1994

Drama

- Davis, Jack, *Dreamers*, Currency Press, 1996
- Gow, Michael, *Away*, Currency Press, 1986
- Oswald, Debra, *The Peach Season*, Currency Press, 2007
- Rayson, Hannie, *Inheritance*, Currency Press, 2003

Poetry

- Poems such as: ‘Child of our Time’ by Rosemary Dobson; ‘One Flesh’ by Elizabeth Jennings; ‘Waiting’ by Yevgeny Yevtushenko; ‘Diptych’ and ‘The Visit’ by Robert Gray; ‘In the Park’ by Gwen Harwood, ‘A Slice of Wedding Cake’ by Robert Graves, ‘Feliks Skrzynecki’ by Peter Skrzynecki

Film

- Hogan, P J, *Muriel’s Wedding*, Roadshow, 1994
- Nair, Mira, *The Namesake*, Fox, 2006
- Perkins, Rachel, *Radiance*, Universal, 2003 (now out of print- may be available from All About Movies)
- Shankman, Adam, *The Wedding Planner*, Roadshow, 2001
- Shyer, Charles, *Father of the Bride I and II*, Walt Disney Studios, 1991 and 1995
- Zwick, Joel, *My Big Fat Greek Wedding*, Roadshow, 2002

Nonfiction

- Dooley, Sean, *Cooking with Baz: How I Got to Know My Father*, Allen & Unwin, 2009,

Media

- McDonald, Stuart & Saville, Matthew, *East of Everything*-Series 1, Roadshow, 2008 (also available by download from ABC Shop Online)

Multimedia

- <http://ab-ed.boardofstudies.nsw.edu.au> (Working with Aboriginal Communities: A Guide to Community Consultation and Protocols)
- www.aifs.gov.au (Australian Institute of Family Studies)

2. Mandatory module (HSC): *We are Australians – English in citizenship, community and cultural identity*

Indicative time: 20–40 hours

Module description

Through the study of the module *We Are Australians – English in citizenship, community and cultural identity* students will develop understanding of and practical competence in the use of language used to conduct their lives as citizens and members of a community. Students will learn how to use English accurately, effectively and appropriately in tasks such as applying for passports, filling in electoral documents, following the procedures of local, state and federal government and writing letters of opinion on issues of community interest. These tasks will engage students in a range of meaningful, purposeful and relevant language experiences.

Students will also have the opportunity to experience, engage with and critique literary texts that show, through an imaginative use of language, the diversity of cultures, peoples and perspectives that contribute to Australian communities and to Australia as a nation. Texts may include longer works such as biographies, novels and films.

Through engaging with a range of literary texts in both written and electronic forms, students will broaden their understanding of the relationship between personal identity, individual rights, community responsibilities and a sense of nationhood. In addition, by studying these texts and writing about the issues explored, students will extend their own skills in comprehending and responding to texts and their own abilities to use language expressively and imaginatively.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for secondary school studies
- reading and ‘filling out’ authentic documentation related to civic and legal rights and responsibilities, including applying for passports and enrolling to vote
- formal meeting procedures, parliamentary procedures, debating procedures, taking notes and taking minutes of meetings
- identifying, comprehending and using information related to rights and responsibilities of citizens and community members from local, state and federal government, public service, community services and volunteer group websites, booklets and brochures
- participating in interviews, both as interviewer and interviewee
- analysing newspaper reports, editorials, feature articles, and pieces composed by political columnists, as well as letters to the editor and current affairs television programs dealing specifically with political issues and public figures
- analysing and using the language of public speeches
- planning, organising and implementing projects, both individually and in groups; identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, selecting the media of presentation, editing and collating material for presentation.
- Students develop knowledge and understanding of a number of literary texts about the diversity of Australian society, about the range of people who contribute to Australian society and about the variety of ways in which human beings establish their place and role as an individual within a society. These texts may include longer texts such as novels, films or television series. Students undertake the study of these texts for enjoyment and aesthetic experience, to extend their skills in comprehending and responding to texts, and their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively.

Suggested learning experiences

- Access and navigate the website of the Australian Government Department of Immigration and Citizenship website (see address below) and, with teacher support, carry out a number of activities involving close reading of parts of the site to inform the presentation of the information they locate.

- Locate specific sections, such as the online booklet on Life in Australia, and read these sections in order to learn about specific pieces of information, such as the definitions of ‘parliamentary democracy’, ‘egalitarianism’ and ‘freedom of association’.
- In pairs, create a Word document table listing the Australian values set out in the online booklet and give examples of situations where the values might be applied.
- Individually, locate the speeches and success stories published on the site.
- As a whole class, read and analyse the language of one of the speeches and one of the ‘success stories’. Individually, make a list of dot points summarising the speech and write a paragraph summarising the success story.
- As a class, read Peter Goldsworthy’s eight-page editorial introduction to his anthology True Blue.
 - Establish definitions of the challenging vocabulary Goldsworthy uses.
 - Discuss his exploration of Australian culture, heritage and identity.
 - In pairs, research two of the Australian icons he refers to and write a half-page biography of each of them.
 - As a class, go on to read a selection of the items in True Blue, at each stage identifying the reason for Goldsworthy’s inclusion of the item in the anthology.
- View Fruit of the Vine, an episode of Australian Story relating to community response to family tragedy at the Hunter Valley winery belonging to the Drayton family. (<http://www.abc.net.au/austory/specials/drayton/default.htm>)
- Analyse how elements of the television documentary have been used to narrate events and to convey messages about Australian communities and values. Read the transcript of the episode to support this analysis.
- Through a combination of individual reading and whole-class study of key sections, read and analyse the novel *Raw*.
 - In pairs, in the course of reading the novel, construct a chart of the main character’s social development.
 - Individually, write a one-page personal opinion of the novel, explaining their view of its strengths and weaknesses. Edit this piece of writing to ensure accuracy, effectiveness and appropriateness of expression and include it in the portfolio for the year.
- Reflect on, discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader and longer-term learning.

Suggested resources

Prose fiction

- Monk, Scott, *Raw*, Random House, 2005
- Myers, Walter Dean, *Monster*, Allen & Unwin, 2000

Nonfiction

- Pung, Alice (ed), *Growing Up Asian in Australia*, Black Inc, 2008
- Goldsworthy, Peter (ed), *True Blue? On Being Australian*, Allen & Unwin, 2008
- Blue Light (NSW), *Streetsmart Handbook*, Countrywide Media

Film

- Field, David, *The Combination*, Universal, 2009

Media

- Nowlan, Cherie (dir) / Doyle, John, *Marking Time*, ABC, 2003 (now out of print)

Multimedia

- NSW Board of Studies, *Workplace and Community Texts*, 2007, www.boardofstudies.nsw.edu.au
- NSW RTA / NSW English Teachers Association, *In the Driver’s Seat – the Nature of Authority*, ETA, 2007
- www.abc.net.au/austory/default.htm (from ABC TV series *Australian Story*)
- www.boardofstudies.nsw.edu.au
- www.citizenship.gov.au
- www.immi.gov.au

3. Elective module (Preliminary or HSC): *Digital worlds – English for the web*

Indicative time: 20–40 hours

Module description

In this module students will explore and critique the worlds we access through digital technology. They will examine the language, structure, purpose and audiences of digital texts, and further develop their skills in using language appropriately and accurately to compose and engage interactively with these texts. Students will consider the potential of new technologies to enhance learning, work and social interaction, as well as the opportunities afforded by new technologies for democratic participation and social change. They will reflect on their responsibilities as users of digital technology and on the ethical dimensions of the digital world.

Students will also have the opportunity to experience, engage with and critique literary texts that communicate, in an imaginative way, through digital media or in other forms, the impact of digital technology on aspects of people's lives, including their working lives, their leisure and other day-to-day activities. Many of these texts will involve students in the exploration of particular issues, ideas and values confronting society and individuals in the digital age. Through engaging with a range of literary texts, students will further extend their skills in comprehending and responding to texts and their abilities to use language expressively and imaginatively.

Suggested content

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing correctly and appropriately expressed reports, essays and other forms of short and extended responses necessary for secondary school studies, particularly in areas related to information technology
- language forms and techniques as they occur in a range of multimedia texts such as websites, blogs and wikis
- researching and presenting information in electronic portfolios and logs, seminars, interviews and discussions
- reading, viewing, comprehending and analysing digital texts such as websites, blogs and wikis
- composing magazine articles and blog entries using, and/or related to, digital technology, and digital texts such as web pages and wikis
- speaking and listening in discussions and debates about digital technology, and associated ethical and equity issues, and through podcasts and video clips
- planning, organising and carrying out projects, both individually and collaboratively, identifying goals and project stages, allocating tasks and setting deadlines, editing and collating material for presentation.

Students develop knowledge and understanding of a range of literary texts (including literary e-texts) about digital technology and its impact, positive and negative, on individuals and society in general. They explore, through these texts, emerging issues related to digital technology, such as the threats to privacy, identity theft, cyber-bullying, hacking and digital equity. More study of this module. Students will engage with these texts for enjoyment and aesthetic experience, to extend their skills in comprehending and responding to text, and their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively.

Suggested learning experiences

- Investigate and evaluate a range of websites on a topic of particular relevance to students, for example careers, potential employers, favourite leisure interests.
- Develop an e-portfolio or Facebook page to promote the student as a job applicant and demonstrate technological skill.
- Participate in the online Australian Youth Forum, contributing to and engaging with blogs on a variety of relevant themes.
- Develop a class website or wiki to facilitate exchange of information and views relevant to the study of *English Studies*, including video clips and podcasts, book and music reviews.

- Organise a school seminar about new technologies and issues related to their use, inviting other students, teachers and local industry representatives.
- Participate in, then review online, a virtual excursion relevant to studies.
- View a film or read a novel about digital technology, writing a review and planning a sequel involving updated technology.
- Produce a class e-mag or e-zine, including articles and discussions of digital technology, website reviews and other relevant information.
- Maintain an e-log of work experience, recording and reflecting on learning.
- Visit relevant exhibitions at institutions such as the Powerhouse Museum.
- Develop and promote, through the school, a set of protocols to encourage safe, ethical and responsible use of digital technology. The collaborative editing process will involve students in ensuring the accuracy, effectiveness and appropriateness of the language used in this document.
- Create a digital narrative that represents an aspect of personal, vocational, fictional or other experience.
- Reflect on and discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader or longer term learning.

Suggested resources

Prose fiction

- Anderson, M T, *Feed*, Candlewick Press/Walker Books, 2003
- Bancks, Tristan, *Mac Slater Coolhunter 1: The Rules of Cool*, Random House, 2008
- Card, Orson Scott, *Ender's Game*, Hachette, 2002
- Carmichael, Claire, *Ads R Us*, Random House, 2006
- Mc Caffrey, Kate, *Destroying Avalon*, Fremantle Press, 2006

Film

- Wachowski, Larry and Andy, *The Matrix*, Roadshow, 1999
- Softley, Iain, *Hackers*, Fox, 1995

Media

- *Catalyst*, ABC Television (some episodes available online at www.abc.net.au/tv/geo/catalyst/vodcast/)
- *Wired* magazine

Multimedia

- http://blogs.abc.net.au/nsw/702_afternoons (some *Best of the Web* blogs archived)
- www.apple.com/itunes/
- www.google.com/intl/en/about.html
- www.machinima.com
- www.wikipedia.org
- www.youth.gov.au/ayf (Australian Youth Forum)

4. Elective module (Preliminary or HSC): *The way we worked – English for exploring our past through industrial events in Australia*

Indicative time: 20–40 hours

Module description

Through study of the module *The way we worked: English for exploring our past through industrial events in Australia* students develop understanding and proficiency in the use of language related to history and specifically, a major industrial event or period in Australia's past. They develop knowledge, understanding and skills in comprehending and using terminology and styles of language appropriate to describing, discussing, responding to, explaining and expressing opinions about general historical issues and topics, and compose texts including reports, fact sheets and informative feature articles.

Work undertaken as part of this module supports enjoyment in and confident use and understanding of a range of texts that explain, instruct and present arguments related to significant Australian industrial innovations, projects and processes of the past. The basis of this module may have a local focus such as BHP in Newcastle or Wollongong, or may be a national project such as the Snowy Mountains Scheme.

Through a focus on a key historical event or development in Australian work or industry, students further develop their understanding of how language and other techniques are used to explore, describe and explain the relationship between the past and present. They have the opportunity to study examples of texts that make connections between specific cultural events and their larger scale cultural and social effects. Students may also consider texts showing how the broad international historical context made an impact on Australian workplaces and practices or industry at specific periods. The study also supports the development of communication skills in related senior studies.

Students also have the opportunity to experience, engage with and critique literary and other texts in both print and electronic forms that explore, through an imaginative use of language, Australian industry and work, innovation and achievement as well as the lives of individuals involved. The texts may depict a particular era of Australian history through the portrayal of an aspect of industry and work and may include longer texts, such as novels, autobiographies, biographies, films or plays. Through the study of these literary and other texts, students further extend their skills in comprehending and responding to texts and develop abilities to use language expressively and imaginatively.

Suggested content:

Students develop knowledge, understanding and skills in:

- planning, drafting, writing and editing accurately and appropriately expressed reports, essays and other forms of short and extended responses necessary for related secondary school studies
- reading and composing informative articles, feature articles and reports about topics related to work, industry in the past and associated research, comprehending vocabulary and terminology generally related to industry
- researching work and industry issues of general interest, identifying the broad types of research that may have been undertaken to gather and summarise information on work and industry, as well as formulating and expressing opinions and conclusions
- comparing and evaluating differing views on work/industry-based matters and presenting comparisons and findings
- planning, organising and carrying out projects, both individually and in groups. Identifying goals and project stages, identifying and allocating roles and tasks, setting deadlines, selecting media of presentation, editing and collating material to ensure accuracy and appropriateness of expression and quality of presentation.
- Students develop knowledge and understanding of a number of literary and other texts related to work and industry in Australia's past. These texts include longer texts such as novels, autobiographies, biographies, films or plays that dramatise, in both imaginative and factual ways, the aspirations and struggles of both the individuals involved in work, or a specific industry or project, in addition to those who were affected in some way. Students undertake the study of these texts for enjoyment and aesthetic experience, to extend their skills in

comprehension and their skills in discussion and debate, and to develop their abilities to use language expressively and imaginatively.

Suggested learning experiences

Students may:

- in pairs, conduct research to construct a timeline entitled *Pre-21st Century Major Industrial Events in Australia*. Present the timeline using *PowerPoint*, with appropriate illustrations, diagrams and text. Identify the different types of jobs involved in each of these events, with a description of what was required in these jobs.
- Individual research: select an area of the workforce and research the changing role of women. This may be in manufacturing, architecture, wartime industries. Outline changes in the role, conditions and general perceptions of women in this area. Select a form of writing, such as a report or essay, and present the findings using the language and structural features of the chosen form of writing.
- With teacher guidance, navigate the website the Australian Government's Culture Portal *The Snowy Mountains Scheme* (URL below)
- Locate the link 'migrants' under the 'The workers and their families' heading. List the obstacles former Luftwaffe pilot, Hein Bergerhausen faced working on the project. Based on your own opinion, rank these obstacles in order of severity. Discuss your rankings with a classmate.
- Scroll further down the homepage and click on the link 'Australian Bureau of Statistics: 1986 Special Article – The Snowy Mountains Hydro-Electric Scheme'. Closely read the information on the geography of the area. Undertake further research on geographical features of the area and prepare a report on the challenges facing workers. Include the edited report in the portfolio.
- Sydney Harbour Bridge: As a background, read a brief account of the Depression era and its effects on Australian society. Research the different types of jobs construction of the Sydney Harbour Bridge provided. Select one of these jobs and identify the tasks required of the worker.
- Compare the attitudes to work apparent in both poems 'Shipwright' by Val Vallis and 'The Violence of Work' by Geoff Goodfellow. Identify specific structural and language features which establish and reinforce these different attitudes. Discuss the effectiveness with other classmates.
- The Ghan Railway: Explore the website <http://www.gsr.com.au/our-trains/theghan/the-journey.php>.
- Locate 'The History of the Ghan' link and using the 'Construction of the Railway' link, identify the challenges faced by the engineers and workers.
- Explore the website and identify improvements to the railway implemented over the years.
- Include written summaries of the challenges and improvements in the portfolio of texts composed during the year.
- View and analyse one of the episodes of *The Seven Wonders of the Industrial World*. With teacher support and modelling, draft, write and edit a critical review of the episode. One section of the review should contain an analysis of the different types of information presented in the episode. This information could focus on technology and issues related to worker health and safety. Use this episode to investigate a similar project or similar professions in Australia.
- Select a job from early 20th century Australia. Develop a character who was employed in such a position. Research information concerning the tasks and functions of the job, and working conditions, such as hours of work. In the voice of the character you have developed, write a personal account of your work and its challenges. Read this to the class and include a carefully edited version in the portfolio.
- Explore and research an Australian industrial event, innovation or invention and its consequences through a variety of non-fiction texts including websites (eg company or local historical), archives, memoirs, and interviews, media texts of the time and museum displays. Work in small groups to compose a factual text, such as an oral or written news report to summarise the event/ /innovation/invention and its impact on the community at a particular point in time.
- Identify and research work that is specific to particular areas of Australia, such as the cattle industry. Research jobs such as jackaroos, exploring the nature of such work and the changes brought about by the introduction of technology.

- Organise an excursion or invite a guest speaker to gain more information about the event, innovation or invention. Write a letter of enquiry or invitation using appropriate language; and following the speaker's address to the class, compose a letter of thanks.
- Collect a range of workplace documents such as instruction manuals, safety guides and regulations, organisational charts, job applications and curriculum vitae. Identify the purpose, context and audiences of each document and analyse the effectiveness of the language used in these documents.
- Organise an excursion to the Powerhouse Museum or a similar museum focusing on technology in the workplace and featuring a number of methods of display and instruction, such as short documentary films, interactive exhibits and standing displays accompanied by written explanations. As part of the excursion, invite the museum's education officer to address the class on the role and impact of technology in the workplace.
- Reflect on and discuss and/or write about ways in which the learning experiences of this module may be of relevance to their broader and longer term learning.

Suggested resources

Drama

Thomson, Katherine, *Diving for Pearls*, Currency Press, 1993

Media

- Cadbury, Deborah, *Seven Wonders of the Industrial World*, Roadshow, 2008 (available from ABC shops)
- Cain, Jonathon / Barnes, Jimmy, 'Working Class Man' (song lyrics) from album *For the Working Class Man*, 1985
- Quint, Ray, *Bastard Boys*, Roadshow, 2007 (available from ABC shops)

Non-fiction

- Facey, A B, *A Fortunate Life*, Penguin, 2005
- Schlosser, E and Wilson, Charles, *Chew on This- The Shocking Truth About Fast Food*, Puffin/Penguin, 2006
- Stone, Gerald, *1932*, Pan Macmillan, 2006

Poetry

- Kinsella, John (ed), *The Penguin Anthology of Australian Poetry*, Penguin, 2008
- E.J. Rupert Atkinson, 'The Stock Exchange'; Val Vallis, 'Shipwright'; Jack Davis, 'Mining Company's Hymn'; Jas H. Duke, 'Positive Poem'; Geoff Goodfellow, 'The Violence of Work'; Alison Crogan, 'The Elwood Organic Fruit and Vegetable Shop'

Film

- Hannam, Ken, *Sunday Too Far Away*, Roadshow, 1975
- Powell, Aubrey, *Tap Dogs*, Warner Vision, 1999
- Sitch, Rob, *The Dish*, Roadshow, 2000
- Turkiewicz, Sophia, *Silver City*, 1984 (now out of print- may be available through All About Movies)

Multimedia

- www.cultureandrecreation.gov.au/articles/snowyscheme/index.htm
- www.gsr.com.au/our-trains/the-ghan/the-journey.php

Assessment information for English Studies students

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing student achievement in the *English Studies* Content Endorsed Course for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. Those purposes include: assisting student learning; evaluating and improving teaching and learning programs; providing evidence of satisfactory achievement and completion in the Preliminary course; providing the Higher School Certificate results.

Assessment of *English Studies*

There is no external examination of students in the *English Studies* Content Endorsed Course Stage 6.

Assessment provides a measure of a student's achievement based on the range of syllabus content and outcomes. The syllabus identifies assessment components, weightings and task requirements to be applied to internal assessment. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

Schools should develop an assessment program that: specifies the various assessment tasks and the weightings allocated to each task and provides a schedule of the tasks designed for the whole course.

The school should also develop and implement procedures to:

- inform students in writing of the assessment requirements for the course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on each student's performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students.

Assessment components and weightings

The components and weightings to be used by schools are detailed below. The allocation of weighting to particular tasks is left to the individual schools, but the percentage allocated to each assessment component must be maintained.

There should be a balance between the assessment of knowledge and understanding outcomes and course content and skills outcomes and content as follows:

Component	Weighting
Students will develop knowledge and understanding of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning.	30
Students will develop skills in reading, listening and viewing and in writing, speaking and representing.	30
Students will develop knowledge and skills in using language accurately, effectively and appropriately for a range of purposes, audiences and contexts.	25
Students will develop skills in planning and working individually and collaboratively.	15

ASSESSMENT TOTAL 100

One task may be used to assess several components. The Board expects that three to five tasks are sufficient to assess the course outcomes.

The assessment tasks given to students must:

- be consistent with the objectives and outcomes being assessed
- provide for a range of performances and achievements within the group
- be appropriate for the outcomes they are designed to measure
- use a range of assessment instruments.

At least one assessment task must be derived from formal examinations. Formal examinations are defined as any form of examination as used in the Higher School Certificate under conditions similar to those in the HSC for comparable tasks and which apply equally to all students at the school.

Strategies and instruments used for assessment purposes may include the following:

- portfolios of students' own compositions prepared over time
- individual and group presentations and reports
- research assignments
- in-class essay tests
- viewing/listening tasks
- multiple-choice and short answer tests
- written or oral reports related to excursions, work experience or other work involving experience with the community beyond school.

ASSESSMENT TASKS NOTIFICATIONS AND INFORMATION

Notification of HSC Assessment Task 1 **Topic: Part of the Family – English and Family Life**

Students are to do ONE task from a choice of TWO. The tasks are either:

Task 1a - A class family cookbook OR Task 1b - Planning a wedding

Due: Term 4, Week 9

Value: 15%

Task 1a: Class family cookbook

Task description:

The class will compile a family cookbook comprising special occasion or favourite family recipes. Each student will contribute at least one recipe to illustrate the diversity or complexity of family life. The task involves both individual and collaborative components.

Individual components:

- Each student will interview family members and choose a recipe that is a tradition in their family.
- Each student will develop a list of questions to ask the family member about the recipe and how it came to be used.
- Each student will provide a written transcript of their interview with the family member.
- Each student will present a page comprising a title for the recipe, photograph of family member who provided the recipe or themselves cooking it or the finished recipe or the family eating it, a snippet from an interview with the family member providing recipe, a list of ingredients and instructions for making the recipe.

Collaborative components:

- Teams of students will work together to develop different aspects of the cookbook such as the title, cover, general introduction, content page, organisation of individual recipes, collage of images, the proofing and editing of the material and the layout and production of the final product

Outcomes addressed:

- P1.1 Has experience of extended and short texts in a range of forms to gain knowledge understanding and appreciation of how English is used to convey meaning
- P2.3 Demonstrates familiarity with the language conventions of a variety of textual forms, including literary texts, informative texts and texts used in vocational contexts
- P3.2 Recognises a range of audiences and the appropriate text forms vocabulary style and tone when writing and speaking for those audiences
- P4.1 plans and organises with teacher support, to complete tasks or projects both individually and collaboratively

Writing/representing

- Draws upon imagination and experience, personal and textual, to construct a series of questions appropriate for the interview
- Presents a written transcript of the interview with a family member using language, structure and textual features in ways appropriate to context, purpose and audience
- Constructs the layout of the page for their recipe to correspond with the requirements of a recipe book for family occasions appropriate to context, purpose and audience

Rationale for task

The task is an authentic, real-life experience to produce a cook book that students have had to work on collaboratively with classmates. They also have to engage with their families in conversation about food traditions. The role of food in our lives is increasingly topical and important to understand. Through the task students gain a knowledge and experience of the texts types related to the language of instruction (informative language), literary and non-literary depictions of the diversity of family life (especially at meal times), an awareness of cultural and identity issues and an increasing understanding of other cultures, including indigenous culture, in their community of the classroom. Students develop insights into the significance of the relationships between individuals, their families and communities.

1a. MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Draws upon their imagination and experience, personal and textual, to construct a series of insightful questions highly appropriate for the interview • Composes a highly comprehensive written transcript of an interview with a family member using refined control of language, structure and textual features appropriate to context, purpose and audience • Constructs with flair the layout of the page for their recipe to correspond highly with the requirements of a class recipe book for family occasions appropriate to context, purpose and audience 	17-20
<ul style="list-style-type: none"> • Draws upon their imagination and experience, personal and textual, to construct a series of thoughtful questions appropriate for the interview • Composes a comprehensive written transcript of an interview with a family member using skilful control of language, structure and textual features appropriate to context, purpose and audience • Constructs with insight the layout of the page for their recipe to correspond well with the requirements of a class recipe book for family occasions appropriate to context, purpose and audience 	13-16
<ul style="list-style-type: none"> • Draws upon their imagination and experience, personal and textual, to construct a series of suitable questions appropriate for the interview • Composes a competent transcript of the interview with a family member using sound control of language, structure and textual features mostly appropriate to context, purpose and audience • Constructs with care the layout of the page for their recipe to correspond with the requirements of a class recipe book for family occasions appropriate to context, purpose and audience 	9-12
<ul style="list-style-type: none"> • Draws upon their imagination and experience, personal and textual, to construct questions mostly appropriate for the interview • Presents a written transcript of the interview with a family member using variable control of language, structure and textual features partly appropriate to context, purpose and audience • Constructs with minimal care the layout of the page for their recipe to correspond in part with the requirements of a class recipe book for family occasions appropriate to context, purpose and audience 	5-8
<ul style="list-style-type: none"> • Limited ability to construct questions appropriate for the interview • Presents a partial transcript of the interview with a family member using limited control of language, structure and textual features • Limited care given to constructing the layout of the page for their recipe, corresponding minimally with requirements of a class recipe book for family occasions appropriate to context, purpose and audience 	0-4

COMMENT:

SIGNATURE OF ASSESSOR _____

DATE: _____

Task 1b. Planning a wedding

Research Project

Students work individually and in small groups to identify the skills and knowledge necessary to plan and organise a wedding.

They will choose from a range of tasks to complete a number of reading, writing and research tasks both individually and collaboratively. Students may choose to create a visual diary that incorporates their chosen five options using Windows Moviemaker, Adobe Premier or any other program that is accessible to students.

Students will be expected to complete one activity every two weeks across the 10 week unit. It is suggested that students be provided with class time and teacher support to develop and complete these activities both individually and collaboratively.

Informal assessment opportunities:

- oral presentations
- teacher observation of individual and group progress
- drafting and editing

RECOMMENDED RESOURCES FOR STUDENTS

Google search engine <http://www.google.com/images>

Groom and best man wedding information <http://www.groomgroove.com/>

Wedding invitation ideas

http://weddings.about.com/od/weddinginvitations/Sample_Wedding_Invitation_Wording.htm

Wedding planning for brides and grooms

http://weddings.about.com/od/bridesandgrooms/Wedding_Planning_for_Brides_and_Grooms.htm

Wedding planner checklist <http://www.a-weddingday.com/checklist.html>

NOTE: MORE DETAILS NEEDED FOR THIS TASK. THEY ARE CONTAINED IN THE UNIT OF WORK

1b. MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • skilful processing of written and visual texts, e.g. planning, drafting and editing • highly developed levels of accuracy and fluency • sophisticated choice of language and visual techniques for purpose and audience 	17-20
<ul style="list-style-type: none"> • effective processing of written and visual texts, e.g. planning, drafting and editing • well developed levels of accuracy and fluency • effective choice of language and visual techniques for purpose and audience 	13-16
<ul style="list-style-type: none"> • competent processing of written and visual texts, e.g. planning, drafting and editing • competent levels of accuracy and fluency • competent choice of language and visual techniques for purpose and audience 	9-12
<ul style="list-style-type: none"> • developing understanding of processing of written and visual texts, e.g. planning, drafting and editing • appropriate levels of accuracy and fluency • adequate choice of language and visual techniques for purpose and audience 	5-8
<ul style="list-style-type: none"> • some evidence of processing of written and visual texts, e.g. planning, drafting and editing • attempts to develop levels of accuracy and fluency • inconsistent choice of language and visual techniques for purpose and audience 	1-4
<ul style="list-style-type: none"> • little evidence of processing of written and visual texts, e.g. planning, drafting and editing • elementary levels of accuracy and fluency • limited choice of language and visual techniques for purpose and audience 	0

COMMENT:

SIGNATURE OF ASSESSOR: _____

DATE: _____

Notification of HSC Assessment Task 2
Topic: We are Australians – English in citizenship,
community and cultural identity

Type of task: Power point presentation

Due: Term 1, Week 6, 2011.

Value: 20%

WE ARE AUSTRALIANS POWERPOINT PRESENTATION

Congratulations! You and friend have been selected to represent Australia on an international exchange student program. You are required to make a five minute presentation to your host school, on the topic “We are Australian. What is it that makes us unique?”

Your presentation needs to include: images of Australia, significant events, famous Australians and cultural influences that have shaped our nation.

Your presentation would be greatly enhanced by presenting it in the form of a slide show produced within POWERPOINT.

Step 1 – Print out the summary sheet (see appendix).

Step 2 – Working with a friend to complete the summary sheet by choosing three images, three significant events, three famous people and three cultural influences from the links provided (see appendix). Your research can be done by using the links provided or by using library reference books or CD-ROM encyclopaedias.

Step 3 – Using the information you have gathered prepare your five minute presentation. Remember to include pictures and you can make use of a slideshow to present your work.

Outcomes addressed:

H1.4, H2.1, H2.3, H3.2, H4.1, H4.2

Criteria for assessment 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. The quality of your presentation. i.e. your talk, slideshow or however you choose to present.

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Observes the conventions of the speech form • Speech has consistent and appropriate control of language • Uses a range of appropriate vocabulary and language which goes beyond the everyday • May use colloquial language in a controlled manner for effect • Displays an effective, clear sense of purpose throughout; the theme is always consistent with the task • Demonstrates sustained, sophisticated and cleverly structured development of ideas • Engages the audience with sophisticated delivery (projection, pace, tone, eye contact, body language) • Engages the audience with an effective PowerPoint presentation 	17-20
<ul style="list-style-type: none"> • Observes most of the conventions of the speech form • Speech has appropriate control of language • Uses appropriate vocabulary and language which may go beyond the everyday • May use colloquial language for effect • Displays a clear sense of purpose throughout; the theme is mostly consistent with the task • Demonstrates sound development of ideas • Engages the audience with delivery (projection, pace, tone, eye contact, body language) • Engages the audience with a sound PowerPoint presentation 	13-16
<ul style="list-style-type: none"> • Observes some of the conventions of the speech form • Speech has some control of language • Uses appropriate vocabulary and language • May use colloquial language for effect • Displays some sense of purpose throughout; the theme is mostly consistent with the task • Demonstrates some development of ideas • Engages the audience some of the time with delivery (projection, pace, tone, eye contact, body language) • Engages the audience with a satisfactory PowerPoint presentation 	9-12
<ul style="list-style-type: none"> • Limited use of the conventions of the speech form • Speech has limited control of language • May use inappropriate vocabulary and language for purpose, audience and context • May use colloquial language • Displays limited sense of purpose • Demonstrates limited development of ideas • Limited engagement of the audience. • Presents an adequate PowerPoint presentation 	5-8
<ul style="list-style-type: none"> • Little or no sense of the speech form • Minimal control of language. • Minimal evidence/understanding of purpose • Simple, undeveloped ideas; may be very brief and fail to engage audience • Some attempt to use a PowerPoint presentation 	1-4
Non-serious attempt	0

COMMENT: _____

SIGNATURE OF ASSESSOR: _____

DATE: _____

APPENDIX FOR ASSESSMENT TASK 2

SUMMARY SHEET

Use the points to consider in each section to write brief notes which will help you as you consider which aspects of Australian identity you will include in your presentation.

IMAGES Points to consider: What do we learn from this image about our national identity? <ul style="list-style-type: none"> • Culture • Nature • Leisure • Lifestyle • Building achievements • Icons 	1	
	2	
	3	

SIGNIFICANT EVENTS How did this event help shape our national identity? <ul style="list-style-type: none"> • When • Where • Why • Who • Significance 	1	
	2	
	3	

IMAGES Points to consider: What do we learn from this image about our national identity? <ul style="list-style-type: none"> • Culture • Nature • Leisure • Lifestyle • Building achievements • Icons 	1	
	2	
	3	

FAMOUS AUSTRALIANS What were this person's achievements? <ul style="list-style-type: none"> • When • Where • How have their achievements contributed to our national identity? 	1	
	2	
	3	

CULTURAL INFLUENCES How has the influence of other countries helped shape and enhance our national identity? <ul style="list-style-type: none"> • When • How • Special events • Cultural traditions 	1	
	2	
	3	

LINKS FOR ASSESSMENT TASK

http://www.uow.edu.au/~morgan/posters6.htm (Australian movie posters creating identity) http://www.beenleigss.qld.edu.au/ricky/index.html (Image Aussie Icons) http://www.trinity.wa.edu.au/plduffyrc/cross/pictaus.htm (pictures, photographs, graphics-images of Australia) http://www.pictureaustralia.org/ http://www.imagesaustralia.com/ http://www.nationalgeographic.com/explorer/australia/abell/ http://www.virtualaustralia.com/ http://www.lukasland.com/oz/ (main menu of Australia) http://www.australia.com/ http://www.midcoast.com.au/~ttc/identity.html (Australian identity and values) http://www.cap.nsw.edu.au/curriculum_links/stage_three_links.htm (Australian identity and values) http://www.virtualteacher.com.au/australia.html http://www.edna.edu/edna/go/pid/1426 (Australian identity) http://www.beenleigss.qld.edu/trhunt/hunt.htm (Knowledge hunt) http://www.beenleigss.qld.edu/subisamp/sampler.htm (What does it mean to be Australian?) http://www.beenleigss.qld.edu/requested_sites/beingaustrian/index.html (A research unit) http://www1.curriculum.edu.au/classroom/ausident.htm Teaching civics-The Australian Identity over time http://www1.curriculum.edu.au/ddunits/units/mp3fq5acts.htm Symbols relevant to the Australian nation. http://cmsstage.curriculum.edu.au/cce/this_australian_nation_who_are_we_what_do_we_val,9489.html This Australian nation: Who are we? What do we value? http://www.cap.nsw.edu.au/bb_site_intro/stage3_Modules/exchangestudent/we_are_australian.htm (Identity and Values)

Notification of HSC Assessment Task 4

Topic: Digital worlds – English for the web

Students are to do ONE task from a choice of TWO.

The tasks are either: Task 4a A class magazine entitled “Digital Worlds” OR Task 4b An e-Portfolio

Due: Term 2 Week 7

Value: 20%

Task 4a Class magazine “Digital worlds”

Task description

You will contribute a magazine article to a teenage magazine called ‘*Digital Worlds*.’

Your article can be based on personal interest from the suggested list below or, with teacher approval, choose one of your own. The class will collaboratively decide whether to publish their magazine in print or multimedia form.

Your article must be a single A4 word processed page (approx. 400 words) and include at least one visual element. Regardless of publishing format you are required to submit your article in an electronic format.

Negotiate with your teacher a choice from one of the following topics:

<input type="checkbox"/> interview with local police community liaison officer about cyber bullying	<input type="checkbox"/> personal privacy issues on the internet
<input type="checkbox"/> workplace privacy issues on the internet	<input type="checkbox"/> positive or negative aspects of social networking
<input type="checkbox"/> positive or negative aspects of the immediacy of electronic communication	<input type="checkbox"/> costs of owning latest techno gadgets
<input type="checkbox"/> impact of technology in our everyday lives	<input type="checkbox"/> influencing our choices as consumers
<input type="checkbox"/> cyber bullying	<input type="checkbox"/> identity theft
<input type="checkbox"/> music or film piracy	<input type="checkbox"/> hacking
<input type="checkbox"/> workplace communication	<input type="checkbox"/> impact of mobile phones
	<input type="checkbox"/> censorship
	<input type="checkbox"/> employers
	<input type="checkbox"/> impact of txtspk

Outcomes addressed P2.2, P3.1, P3.2 P4.1 or HSC H2.2, H3.1, H3.2, H4.1

Criteria for assessment

- evidence of planning, drafting and editing
- demonstrate appropriate levels of accuracy and fluency
- use appropriate language for purpose and audience.

RECOMMENDED RESOURCES FOR STUDENTS

Australian Government Consumer Guide. The ACMA is the government body responsible for the regulation of broadcasting, the internet, radiocommunications and telecommunications.

http://www.acma.gov.au/WEB/STANDARD/pc=PC_1635

Best Enemies 2009 film <http://www.bestenemies.com.au>

DOs and DON'Ts for job seekers on social networking

<http://oregonbusinessreport.com/2009/08/45-employers-use-facebook-twitter-to-screen-job-candidates/>

Lauren's Ordeal – cyber bullying a case study http://www.wiseuptoit.com.au/d/LP_Laurens_Ordeal.pdf

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> skilful process of planning, drafting and editing • highly developed levels of accuracy and fluency • sophisticated choice of language for purpose and audience 	17-20
<ul style="list-style-type: none"> • effective process of planning, drafting and editing • well developed levels of accuracy and fluency • effective choice of language for purpose and audience 	13-16
<ul style="list-style-type: none"> • competent process of planning, drafting and editing • consistently develops levels of accuracy and fluency • competent choice of language for purpose and audience 	9-12
<ul style="list-style-type: none"> • developing understanding of planning, drafting and editing • appropriate levels of accuracy and fluency • sound choice of language for purpose and audience 	5-8
<ul style="list-style-type: none"> • some evidence of planning, drafting and editing • attempts to develop levels of accuracy and fluency • inconsistent choice of language for purpose and audience 	1-4
<ul style="list-style-type: none"> • no evidence of planning, drafting and editing • elementary developed levels of accuracy and fluency • limited choice of language for purpose and audience 	0

COMMENT:

SIGNATURE OF ASSESSOR: _____

DATE: _____

Task 4b e-Portfolio

Task Description

Create an e-portfolio including the following compositions using Adobe Acrobat 9 (or similar):

- student avatar
- student banner
- sample blog entry
- review of *The matrix*
- visual narrative
- written reflection on visual narrative

Outcomes Addressed

P 1.3 Identifies how language and other techniques are used to convey meaning in extended and short texts in a range of forms.

P 1.4 Produces a range of texts in different forms.

P 2.1 Comprehends written, spoken and multimodal texts at an appropriate level to enrich their personal lives and to provide a sound basis for current and future education, careers and citizenship.

P 3.1 Recognises a range of purposes for and contexts in which language is used and the appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes.

P 4.1 Plans and organises, with teacher support to complete tasks or projects, both individually and collaboratively.

P 4.2 Works effectively, both as an individual and within a group, to locate and communicate information and ideas related to a variety of topics.

Criteria for Assessment

1. Uses language, forms and structures appropriate to purpose context and audience
2. Demonstrates engagement with the digital world and a broad range of texts
3. Responds personally and imaginatively to literary texts
4. Reflects responsibly on use of digital technology

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Uses highly effective language, forms and structures, highly appropriate to purpose, audience and context • Demonstrates highly effective engagement with the digital world and a broad range of texts • Responds personally and imaginatively to literary texts in an highly effective manner • Reflects responsibly on use of digital technology in an highly effective manner 	17-20
<ul style="list-style-type: none"> • Uses effective language, forms and structures, consistently appropriate to purpose, audience and context • Demonstrates effective engagement with the digital world and a broad range of texts • Responds personally and imaginatively to literary texts in an effective manner • Reflects responsibly on use of digital technology in an effective manner 	13-16
<ul style="list-style-type: none"> • Uses sound language, forms and structures, generally appropriate to purpose, audience and context • Demonstrates sound engagement with the digital world and a broad range of texts • Responds personally and imaginatively to literary texts in a sound manner • Reflects responsibly on use of digital technology in a sound manner 	9-12
<ul style="list-style-type: none"> • Uses limited language, forms and structures, mostly appropriate to purpose, audience and context • Demonstrates limited engagement with the digital world and a broad range of texts • Responds personally and imaginatively to literary texts in an limited manner • Reflects responsibly on use of digital technology in an limited manner 	5-8
<ul style="list-style-type: none"> • Uses elementary language, forms and structures, sometimes appropriate to purpose, audience and context • Demonstrates elementary engagement with the digital world and a broad range of texts • Responds personally and imaginatively to literary texts in an elementary manner • Reflects responsibly on use of digital technology in an elementary manner 	1-4
<ul style="list-style-type: none"> • Non-attempt or plagiarised. 	0

COMMENT: _____

SIGNATURE OF ASSESSOR: _____

DATE: _____

Notification of HSC Assessment Task 5
Topic: The way we worked – English for exploring the past
through industrial events in Australia

Due: Term 3 Week 2

Value: 15%

Safety at Work Brochure

Task description:

Read the *Brochure: Safety at Work: A Guide for Young Workers in Hospitality* from the English Stage 6 Support Document *Workplace and Community Texts*, p20 – 23.

Using this as a model, employ an appropriate software application such as Word, Publisher and / or Photoshop to prepare your own Safety at Work poster or brochure or PowerPoint presentation for present day workers on the Sydney Harbour Bridge

Outcomes addressed:

H1.3 explains how language and other techniques are used to convey meaning in extended and short texts in a range of forms

H2.3 demonstrates skills in using the language conventions of a variety of textual forms, including literary texts, informative texts and texts for vocational contexts

H3.1 recognises a range of purposes for and contexts in which language is used and selects appropriate text forms, vocabulary, style and tone when writing and speaking for those purposes

H4.1 plans and organizes to complete tasks both individually and collaboratively

Criteria for assessment:

- Utilises all of the conventions appropriate to the text type including layout of text including formatting, font, paragraphing, structure and graphics
- Effective use of technology to compose the text
- Effective use of language, including spelling punctuation, grammar, appropriate to purpose, form and

MARKING GUIDELINES

- Effectively utilises all of the conventions appropriate to the text type
- Sophisticated use of language which is always appropriate to the purpose, form and audience
- Effective and engaging use of technology to compose the text

- Effectively utilises most of the conventions appropriate to each of the text types
- Effective use of language appropriate to resume and letter of application
- Effective use of technology to compose the text

- Utilises most of the conventions appropriate to the text type
- Sound use of language appropriate to purpose, form and audience
- Adequate use of technology to compose the text

- Utilises some of the conventions appropriate to each of the text types
- Developing use of language which is usually appropriate to purpose, form and audience
- Attempts to use technology to compose the text

- Attempts to utilise some of the conventions of each of the text types
- Elementary use of language which is sometimes appropriate to purpose, form and audience
- Limited use of technology to compose the text

Incomplete or non serious attempt

Comment: _____

SIGNATURE OF ASSESSOR: _____ DATE: _____

Glossary

This glossary includes words and expressions that are used with particular reference in the syllabus.

aesthetic	Having an appreciation of beauty.
affective	Relating to a thoughtful consideration and evaluation of emotions and values associated with an idea or set of ideas.
assess	To establish the value of a particular idea or text.
collaborative learning	An interactive approach to teamwork that enables students to combine their individual skills and resources to generate creative solutions to mutually defined problems.
composing	The activity that occurs when students produce written, spoken, or visual texts. Composing typically: <ol style="list-style-type: none">1. involves the shaping and arrangement of textual elements to explore and express ideas and values2. involves the processes of imagining, drafting, appraising, reflecting and refining3. depends on knowledge and understanding and use of texts, their language forms, features and structures.
concept	A concept is an abstract idea derived or inferred from specific instances or occurrences
context	The range of personal, social, historical, cultural and workplace conditions in which a text is responded to and composed.
conventions	Accepted practices or features which help define textual forms and meaning.
creative thinking	The ability to think laterally and imaginatively looking at all sides of an issue and devising interesting and imaginative solutions.
critical thinking	The ability to think using hypothesis and deduction as a way to question, interpret and draw conclusions.
culture	The social practices of a particular people or group, including shared beliefs, values, knowledge, customs and lifestyle.
elective	A unit of work, a text or group of texts, designed to deliver aspects of course content chosen by teachers and students from a list prescribed by the Board of Studies in accordance with syllabus requirements.
electronic media	Media technology, such as television, the internet, radio, teletext and email, that communicates with large numbers of people.
evaluate	To estimate the worth of a text in a range of contexts and to justify that estimation and its process.
explore	To examine closely and experiment with texts.
flexible thinking	The ability to change or adapt information and ideas to present a different perspective or create something new.
genre	A category of text that can be recognised by specific aspects of its subject matter, form and language.
imaginative	The ability to think divergently, to generate original ideas by thinking, by drawing on emotional and cognitive experiences.
interpretation	Explanation of meaning within the context of one's own understanding.
language forms	The symbolic patterns and conventions that shape meaning in texts. These vary according

and features	to the particular mode or medium of production of each text.
language modes	Listening, speaking, reading, writing, viewing and representing. These modes are often integrated and interdependent activities used in responding to and composing texts. It is important to realise that any combination of the modes may be involved in responding to or composing print, sound, visual or multimedia texts; and the refinement of the skills of any one of the modes develops skills in the others. Students need to build on their skills in all language modes.
literacy	A synthesis of language, thinking and contextual practices through which meaning is shaped. 'Effective literacy is intrinsically purposeful, flexible and dynamic' (Dawkins, J, <i>Australia's Language: The Australian Literacy and Language Policy</i> , AGPS, 1991) and involves interactions in a range of modes and through a variety of media.
meaning	The dynamic relationship between text and responder involving information (explicit and implicit), the affective and the contextual.
meaning in and through texts	This expression implies that meaning variously <ul style="list-style-type: none"> <input type="checkbox"/> resides in texts <input type="checkbox"/> is a dynamic process through which responders engage with texts, and <input type="checkbox"/> involves the incorporation of understanding gained through texts into a wider context.
medium	The physical form in which the text exists or through which the text is conveyed.
module	A component of a course in the syllabus. The modules in the HSC courses contain prescribed electives and texts.
perspective	A way of regarding situations, facts and texts and evaluating their relative significance.
popular culture	Cultural experiences widely enjoyed by members of various groups within the community.
recreating texts	Transforming texts to explore how changes in particular elements of a text affect meaning.
reflection	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience.
register	The use of language in a text appropriate for its purpose, audience and context. A register suited to one kind of text may be inappropriate in another.
representation	The ways ideas are portrayed through texts.
representing	The language mode that involves composing images by means of visual or other texts. These images and their meaning are composed using codes and conventions. The term can include such activities as graphically presenting the structure of a novel, making a film, composing a web page, or enacting a dramatic text.
responding	The activity that occurs when students read, listen to or view texts. It encompasses the personal and intellectual connections a student makes with texts. It also recognises that students and the texts to which they respond exist in social and cultural contexts. 'Responding' typically involves: reading, listening and viewing that depend on, but go beyond, the decoding of texts, identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating.
structures of	The relationships of the different parts of a text to each other and to the text as a complex

texts	whole.
synthesis	The collecting and connecting of many specific elements or ideas from various sources to form something new.
technology	The knowledge, tools and processes used to create the medium in which the text exists or through which the text is conveyed.
texts	Communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal or visual communication of meaning. They may be extended unified works or series of related pieces.
value (verb)	To estimate or assign worth to a text; to consider something to have worth.
value (noun)	A quality desirable as a means or an end in itself

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.

How to study English Studies

Your class teacher will be able to give you more advice about this. Make sure you talk to them about it.

1. Make sure you can do what the English Studies Syllabus requires.

- Read the sections which are found earlier in this booklet.
- Do you know what key words used in the syllabus mean?
- Do you know and understand your texts?
- Do you understand what techniques are used to represent ideas, people, events, and experiences in your texts?
- How do different texts help you to see ideas/issues/characters in a detailed way and from a different point of view?
- Check out the Board of Studies website for the syllabus, key words.

2. ***Identify the main ideas in each module you are studying.***

- Can you readily identify and explain what these are?

3. ***Do you have notes?***

- Are they organized, easily found and referred to when you want to study them?
- Do you review them regularly? For example at the end of each day, end of the week?
- Can you locate them when needed to prepare summaries for exam revision purposes?

4. ***Can you refer to the text or use a quotation?***

- When you are trying to support a point you are making can you readily identify a quote or part of the text which will help to do this?
- This means being very familiar with the text and actually learning relevant/useful quotes off by heart.

5. ***Practise developing your examination time management & writing skills.***

- Do you know how much time to spend on different sections of the examination? The marking scale on the exams will help here. In English Studies exams the “rule of thumb” is a minute per mark.
- Do you practise question deconstruction, that is working out what the question is requiring of you to include in your answer?
- Do you plan your response and build in checking time?

6. ***Time management***

- This has been mentioned already. However, are you setting aside regular time to review your learning on a daily and weekly basis?

7. ***Above all else do not be afraid to ask for help!!***

LINKS

1. Office of the Board of Studies www.boardofstudies.nsw.edu.au
2. NSW Dept of Education & Training www.schools.nsw.edu.au/gotoschool/highschool/studyingtips.php.
3. Chatham HS intranet website www.10.13.188.20 Find English Faculty web pages
4. HSC online Charles Sturt University www.hsc.csu.edu.au
5. English Teachers Association of NSW www.englishteacher.com.au